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EDITORIAL

ON another page an announcement is made of the progress in preparations for the Eighteenth Annual Meeting of the Association, which is to be held at the Starrett's Netherland Plaza Hotel, Cincinnati, January 21-22, 1932. In a short time the Cincinnati Chamber of Commerce will send to each member of the Association announcement of the various hotels of the city. The list of speakers has now been almost completed and will be given in the December number of the BULLETIN. All delegates who are to attend this meeting should make their reservations immediately.

One of the most interesting features of the Cincinnati meeting—a feature for which there has in the past been considerable demand, will be a series of sectional conferences on special topics. These conferences will probably all be luncheon conferences and be held on Friday, January 22. Among the topics suggested are: Credits and Credit Systems; Student Health; Individualization in Teaching; Student Interest; Teachers and Teaching Methods; Appraisal and Tests of Achievement; The Comprehensive Examination; The Music Project; Selective Admissions; Honors Courses; Faculty-Student Relationships.

The office of the Association has been giving especial attention to the remarkable work concerning which very little has been said in the past, of the various boards of trustees of American colleges, upon whose shoulders devolves so much responsibility and who contribute so much to the success of American higher education. At the request of the editor, Mr. James S. Dickerson, of the University of Chicago, has contributed an article on the trustees of the University of Chicago, which appears in this issue. The Chicago trustees have a phenomenal record in the matter of time and thought given unselfishly to the administration of the University.

We are pleased to present in this issue a number of progressive college projects which have been prepared under the auspices of the editor of the BULLETIN at the request of Dr. B. W. Brown, Executive Secretary of the Liberal Arts College Movement, and part of which have been published with others prepared by himself in a recent issue of the BULLETIN of that Movement. By special arrangement those prepared in this

office appear also in the BULLETIN of the Association. In case other colleges holding membership in the Association submit to us similar statements of projects with which they are concerned, we shall be glad to run another series in the December number of the BULLETIN.

A distinguished and experienced surveyor of American colleges is quoted in the prediction that within a few years about one-half of the 300 small colleges of the country will succumb to the inevitable and increasing financial pressure. He intimates that of these colleges quite a number have been subjected to unfortunate financial operations. The Association office is now carrying on a special investigation on behalf of the Commission on Permanent and Trust Funds of the financial condition of the member colleges. When this study is completed many of the most essential facts in connection with the financial administration of our colleges will be available. Those colleges which have not yet sent in their returns on this subject should give the matter immediate attention. This report, some preliminary statements concerning which will appear in the December issue of the BULLETIN, will be set forth in its entirety by the Chairman of the Commission at the Cincinnati meeting.

Dr. Edward S. Jones has entered upon his duties as director of the study of comprehensive examinations, with headquarters at the Association office, 111 Fifth Avenue, New York. He is receiving the cooperation of many institutions, both members and non-members, that have been participating in such examining and are interested in the project as developed in other colleges. He has prepared a brief statement setting forth the purpose and objectives of the study, which will be found on a subsequent page of this issue.

As has been widely announced, the national broadcast on "The Liberal Arts College" is to occur on the evening of November 14. Extensive preparations for this broadcast are being made by many institutions throughout the country. The speakers are to be President Hoover, Mrs. Thomas J. Preston, Jr., formerly Mrs. Grover Cleveland, John H. Finley, Albert N. Ward and Robert L. Kelly.

At the request of the editor, Mr. Palmer has set forth on another page a statement of the progress of "The Smaller Col-

lege" study up to the present time. It is expected that phases of this study will be ready for publication in the December BULLETIN.

The sponsoring committee for the study of general courses in music in the colleges held its first meeting at the office of the Carnegie Corporation on October 24. The Association has been fortunate in securing such highly qualified members for the sponsoring committee—Dean H. L. Butler, Syracuse University, Professor G. S. Dickinson, Vassar College, Dr. John Erskine, Juilliard School of Music, Director Howard Hanson, Eastman School of Music, The University of Rochester, Professor Walter E. Hartley, Occidental College, Dean Ernest Hutcheson, Juilliard Graduate School, Dr. W. S. Learned, The Carnegie Foundation for Advancement of Teaching, Professor Douglas Moore, Columbia University, Dean James B. Munn, New York University, President Garfield B. Oxnam, DePauw University, President Robert P. Pell, Converse College, Mr. Myron C. Taylor, United States Steel Corporation, Secretary Burnet C. Tuthill, National Association of Schools of Music, Professor Paul J. Weaver, Cornell University, Professor Karl Young, Yale University.

The Association office is preparing for the Commission on College Architecture and College Instruction in Fine Arts two booklets, which will be in the nature of reports both on the activities and services of this Commission and on recent developments in the fields it covers. In the preparation of the one on recent developments in college architecture, the cooperation both of college presidents and of architects has been enlisted. In a sense this booklet will be a supplement to the Klauder and Wise book on *College Architecture in America* which was published in the name of this Association, under a subvention from the Carnegie Corporation in 1929. Our readers are urged to keep the Commission advised of new buildings completed or contemplated. The other booklet will contain information about recent developments in the teaching of the fine arts, including music. Already a considerable fund of material has been gathered.

A critical analysis of the content of recent college surveys is now being made under the direction of the Association's headquarters by Professor F. M. Heston. His findings will be presented by the Association's Commission on Educational Surveys as its report at the Cincinnati meeting.

SOME PROGRESSIVE COLLEGE PROJECTS

CURRICULUM REORGANIZATION, ORIENTATION AND SURVEY COURSES

Rollins College

The most interesting project Rollins College is attempting is to humanize education. This they are attempting to do by getting only professors who have the gift of teaching, by abolishing the formalities and artificialities of the lecture and recitation system, and putting the students' work on an accomplishment basis rather than on a time basis; by limiting the student body to five hundred, and the classes to twenty; and by abolishing all petty rules.

Wittenberg College

The Wittenberg plan for progressive education has a three-fold object: to promote thorough scholarship; to engender certain desirable traits; and to provide for individual differences. It is a unit plan, each unit equating one semester hour of credit. Each unit is divided into a "constant" and a "differential." The constant comprises those items of information or skill to be required of all. Mastery is the aim. Students may take examinations on demand but are rejected until they achieve an almost perfect score. Since time is no object, individual differences in intelligence are provided for. The entire group knows the factual phases. The "differential" as the name implies, permits a wide range of activity. Its only specification is that it be related functionally to the "constant." It often takes the form of experiment, creative work, field investigations, or critical analysis. It provides for individual differences in outlook, vocation, interest, etc. Each report or creative bit of work must be defended before a "differential" board comprised of students in the group. The board evaluates the work and rates it subject to revision by the instructor.

No student may pass to a new unit until he has passed the "constant" and performed an acceptable "differential." The "set-up" requires two-hour periods, subject-matter laboratories, conference rooms, etc., in lieu of conventional recitations and classrooms. Improvement in scholarship can be demonstrated. Concomitants such as independence, initiative, creative endeavor,

self-confidence, etc., can be seen, but these qualitative items are most difficult to measure.

Hamline University

Hamline University is announcing a new plan of organization and a new curriculum. The University sets up a definite standard of educational achievement. Freshmen will be entered who give clear evidence of interest and ability to complete the work for the baccalaureate degrees and will be permitted to enroll in general survey courses in humanities, natural sciences, social studies, and fine arts, and to begin work in such fields as mathematics and languages. Those who enroll in pre-professional curricula for a variety of reasons will not be expected to become candidates for degrees. Such freshmen, until trial, will not be entered into beginning courses in the fields of specialization.

Advancement from the Junior College to the Senior College and the granting of degrees will be based on comprehensive examinations and not on the accumulation of credits or grade points.

By these means the University will help students to educate themselves as rapidly as their interests, aptitudes and abilities will allow.

St. Stephen's College

The most interesting feature of the work now being conducted by Columbia University in St. Stephen's College, its country college of arts and sciences for men, is an arrangement by which a special curriculum is being devised at the end of freshman year for each student in the college. The general objective at St. Stephen's is to free each student and to force each student to work at a maximum of self-propelled efficiency, as a responsible and self-directing individual. There are no lecture courses. The staff regards itself as a group of helpers to those who will help themselves to learn. By an arrangement entered into this year men who have not shown such competence are gently, honorably and firmly sent home, and a curriculum is then made individually for each man who has shown competence. The student's temperament, intellectual ability, home environment and general information are taken into consideration in determining with him the specialization to which he gives himself. He is treated as a man, and no attempt is made to cram him into a

curricular mould. Each curriculum is made up of a selection of studies from the departments in which this college gives instruction, which are: Greek, Latin, Romance, German, and English languages; mathematics, physics, chemistry and biology; history, politics, economics and sociology; philosophy, psychology and religion. There are no electives.

The advantages of this method, apart from those mentioned above, are these: that the student understands and appreciates the reason for studying the subjects which he is taking; and that through consideration of the possible curriculum he is brought to face his own vital and intellectual problems.

Morningside College

Morningside College is planning a construction of its academic procedure along lines of which the following are of major significance.

A more distinct differentiation between the first two and the last two years of the four-year course.

The first two years to lay as broad a basis as possible for the student, and to contain orientation courses sufficiently comprehensive to give the student a fair notion of the various fields in college curricula.

To modify the present system of majors and minors and introduce fields of interest or concentration with corresponding modification of the teaching technique.

To group related departments and to have chairmen of these groups instead of the present heads of departments.

To make provision as far as possible in the first two years for supervised work periods in courses that lend themselves to such arrangement.

A further expansion of the personnel records and work, making the records cumulative, and the introduction for men of a better system of controlling the extent of their extra-curricular activities. The college reports it has a highly satisfactory point system for women.

Guilford College

Guilford College considers its task on the intellectual side from three points of view; to introduce the student into some understanding of the modern world, to equip him with the intellectual tools and to lead him to scholarship.

The first is provided for in a series of courses running through four years. These include natural science, psychology, social science, fine arts, philosophy, and religion. There is but little election in these courses. They attempt to lead to a philosophy of life.

The second task is concentrated in the freshman year, but extends into the sophomore year. It consists of training the students in the mastery of the three intellectual tools: language, mathematics, scientific technique and methods. Any one who can use these tools well is intellectually independent.

The third objective is the attainment of the mastery of some one field of knowledge. This effort begins with one course in the freshman year and adds one more each year until there are four in the senior year. The work is arranged in a progressive manner and is all carefully planned by each student in conference with the head of the department who becomes the student advisor for the students working in his field.

In order to release the student from the lockstep of course taking and classroom work, a syllabus with suggested readings is being prepared to guide the student in the effort to gain general culture and an understanding of the modern world. The use of the syllabus will release the student from some of the classroom work in the effort to reach the first one of the objectives. In like manner, the head of each department is requested to prepare a syllabus and readings to guide the student in acquiring scholarship in his field. By the means of achievement tests and comprehensive examinations to measure results, it will be possible for the faculty to allow the students great freedom in the use of the syllabi and suggested readings in the effort to reach two of the three objectives the college has set up for them.

Syracuse University

The College of Liberal Arts of Syracuse University offers to a select group of entering freshmen the opportunity to participate in a unique educational project. A new course, known as The Tutorial Survey, will be instituted this coming year. It differs from existing courses both in subject and in methods of instruction and study. Designed for students of outstanding ability and cultural interests, the course will be open to not more than thirty freshmen. Any one may apply for admission to the course,

and those will be chosen who by their high school records and in examination show themselves best fitted to profit by the wide reading, individual study, and private tuition which characterize the course.

The object of study will be Three Phases of Civilization. One of the chief aims of the course is to provide an introduction to responsible citizenship. Contemporary society and culture will be given most attention; but with a view to a more perfect understanding of its background and to the development of his own critical powers, the student will also familiarize himself with certain aspects of the civilizations of Athens in the fifth century B. C., and of Europe in the twelfth century.

Some time will first be given to a consideration of methods of study, in order to help the student adjust himself to and organize most efficiently his work in this and other university courses. There will follow a short study of some of the chief characteristics of the modern age, preparing the student to grasp, in his study of earlier epochs, what is most significant for contrast and comparison with our own. Greek and Medieval civilizations will then be studied, and the course will culminate in a more detailed consideration of our own times.

The Survey, therefore, while embracing three widely differing eras and peoples, will be unified by the continuous consideration of those matters which have been and still are of fundamental importance to the good citizen.

Grinnell College

On the basis of a series of experiments Grinnell College is proposing to establish a liberal arts curriculum including a series of seven orientation courses from the freshman to the senior year in *The History of the Physical Universe*, *The Making of Modern Civilization*, *Problems of Citizenship*, *Studies of Great Books*, *World Relations*, *Art Appreciation*, *Problems of Philosophy and Religion*.

During the freshman and sophomore years time will also be given to the mastery of tool subjects on the basis of which the major part of the junior and senior years will be devoted to concentration in a field of specialization. In this way it is proposed that all students shall become acquainted with the most important

general interests in modern life in addition to securing a competent command of a definite field of concentration.

HONORS COURSES, TUTORIAL SYSTEMS, COMPREHENSIVE EXAMINATIONS

Swarthmore College

Honors work was started at Swarthmore College in 1922 upon the initiative of President Frank Aydelotte. Under this method students who, in the general courses of their freshman and sophomore years, show ability, initiative and industry, are admitted to read for the bachelor's degree with honors during the junior and senior years. Honors students are excused from class requirements and their work is not graded from semester to semester. They are free to attend lectures if they care to. In general, they use their freedom for independent study. Small groups of honors students meet their instructors for weekly conferences; in scientific subjects they may spend much additional time in the laboratory.

The goal of honors work at Swarthmore is mastering a definitely outlined field of knowledge. There are four main divisions in which such work is offered; the humanities; the social sciences; mathematics and the natural sciences; engineering. At the end of their senior year honors students take written and oral examinations covering the entire field which are set, not by their own instructors, but by professors of other institutions. In 1930-31 more than 40 per cent of the juniors and seniors at Swarthmore were reading for honors. Upon the basis of the external examinations ten members of the class of 1931 received the bachelor's degree with highest honors, nineteen with high honors, and twenty-seven with honors.

Wells College

Wells College at present is laying emphasis on the training of the individual student to accept responsibility for her own education. This is done generally in all classes, but particularly by three innovations in method.

The first is special honors courses, open to more gifted students during their last two years, in which the candidates have tutorial supervision, are released from the ordinary examinations and

tests, and come up for comprehensive examinations given by outside examiners at the end of their senior year.

The second is the establishment of tutorial classes for students of all years. These at first were confined to candidates for special honors but have now grown in popularity and effectiveness.

The third innovation is the introduction of two periods of independent study, one at the end of the first semester, and the other before the final examinations. In these, students of all classes are thrown as far as possible on their own responsibility and given a bit of work to do which will test their ability to work alone, and give them an opportunity to think themselves into some larger problem.

Franklin and Marshall College

A committee of the faculty, for two years or more, made a thorough study of various plans of comprehensive final examinations finding acceptance in leading American colleges. From this investigation the faculty formulated and adopted a plan suited to the needs and conditions of Franklin and Marshall College, effective upon graduation in 1934 and thereafter.

All seniors must view as a unit the field in which lies their major interest, and to which they devote special attention throughout two or more years. Instead of regarding their study as a series of unconnected and unrelated courses, students will be encouraged to realize that the work of one course has bearing upon another and that the material of one course must be carried over into following and more mature courses. They will also be stimulated to organize and to unify the various matters they have studied in the courses of their special field. They will be led not merely to learn facts but also to think about these facts, and to relate them over a larger period than is possible within the limits of a single course. The students will take the regular courses in their major subject and the regular examinations in these courses, except in the second term of the senior year when the course examinations of the major will be merged with the comprehensive final examinations. In organizing their knowledge and in relating the various courses of the major, they will be guided by prepared outlines and reading lists, and by conferences with assigned members of the faculty.

Colgate University

The freshman tutorial system is an essential part of the Colgate Plan and is to be closely coordinated with the freshman survey courses and to lay a foundation for the concentration and individual work of the student's later years.

Under this system each freshman will be assigned to a tutor whom he will meet regularly throughout this year. The tutors will be mature members of the faculty, qualified by experience, ability, and temperament to understand the problems of the individual student, to aid him in his solution of those problems, and to stimulate and guide the student's development. Each faculty member serving as freshman tutor will be responsible for ten freshmen. He will be relieved from a part of his teaching schedule in order to give him ample time for his tutorial work. For both the student and the instructor it is the intention that the tutorial conferences shall not be extra-curricular activities, but shall constitute an integral part of the educational program. Tutor and student will meet alone once a week throughout the year at a definitely scheduled time. They will spend an hour together, preferably in surroundings as unlike the classroom as possible.

The tutor's function will be to study the individual confided to his charge, to gauge his powers, to discover his weak spots, to survey his interests, his tastes, and his possibilities. He will strive to consider him as a whole being, to guide his progress, to aid him in learning how to study, to stimulate him to think. While the essence of the tutorial conferences will be intimacy, freedom, informality, there will always be a "subject before the house." The perennial matter continually under consideration, tacitly if not in so many words, will be the student and his intellectual development. The tutor's concern will be primarily with the student's mind, and with the other aspects of his personality only as they condition and react upon his mental growth.

COORDINATE COLLEGES

Pomona College

Pomona College inaugurated a unique scheme in American education a few years ago when it developed the idea of a group of colleges cooperating in maintaining certain mutual facilities

while remaining complete and independent units. Scripps College was the first to be added to Pomona in the development of the plan and has just completed four years of work. A central corporation serving the whole group was incorporated in 1925 as "Claremont Colleges," with its own board of trustees, several of whom are also trustees of Pomona or of Scripps. It is difficult to foresee all the possibilities of the plan whereby a central group is set to return to each member of that group a stimulating and inspiring influence.

The specific services already undertaken by Claremont Colleges include the administration of the health service, the development of the heating plant and the administration of a large auditorium now nearing completion. The inauguration of some special library collections and the subsidy of research projects undertaken by members of the staff of Pomona and of Scripps are forerunners of larger enterprises eventually to be undertaken by Claremont Colleges. Besides providing for advanced work in education by its own faculty it also administers the graduate work done in any field covered by members of the faculties of the associated colleges. It grants an M.A. degree while Pomona and Scripps, for the present at least, grant only the bachelor's degree.

Students of either of the undergraduate colleges may take courses at the other, receiving credit in the college of their enrolment. During the past year, 109 of the 200 Scripps students took work at Pomona and forty-one Pomona students were enrolled in Scripps classes.

The Claremont Colleges plan is an effort to preserve the advantages of intimacy in the small residence college while securing the advantages of ample facilities and of stimulating competition made possible by the grouping of several colleges in close proximity.

Centre College

Centre College since 1926 has been engaged in the task of operating on a coordinate basis two departments, one for men and one for women. Previously, the college had been limited to men students. The grant by the trustees of Kentucky College for Women of all its property to Centre College and the subsequent merger of the two institutions made it possible for the

trustees of Centre College to operate two plants in the same town and to demonstrate whether there are educational and economic advantages in this type of institution, which on a small scale follows the model of Harvard and Radcliffe, Tulane and Newcomb, Barnard and Columbia.

The experience of the five years has been eminently satisfactory. The plan adopted calls for the use of most of the faculty at both departments, although a few teach only at one or the other department. The two schools are only three quarters of a mile apart. There are savings in administrative salaries and in large scale purchases. Problems of discipline are simplified. Joint meetings of the two student bodies in student organizations of all kinds have added something in the social graces to both departments. While most of the distractions of the coeducational campus are lacking, Centre College through its joint social life during the hours of play is able to avoid the artificial conditions that so easily arise in a college for men only or in a college for women only.

Neither department has lost its individual attractiveness. The department for men has increased from 257 to 298 in five years, and the department for women from forty-six to 111. The present arrangement of faculty is adequate to care for 300 men and 200 women, and no further expansion in numbers is contemplated. Entrance requirements and tuition higher than in neighboring colleges are used to eliminate the less desirable applicants, so that the project may be carried forward with good student material.

FACULTY SELECTION AND DEVELOPMENT

Davidson College

Davidson College lays especial emphasis upon the selection, the development and the influence of her faculty. In the selection of members of the faculty stress is placed not only upon scholarship and teaching ability, but upon personality and Christian character. One question that is asked is whether the influence of every teacher in the classroom and on the campus will be positively Christian.

Davidson also cooperates in making the further development of the members of her faculty possible. Each summer a travel

fund is set apart which enables two members of the faculty to travel abroad in those countries where travel and study will be especially helpful to them in their departments. Each summer another fund is set apart to enable four or five professors to take courses of study in the best American universities. In order to relieve members of the faculty from financial worry the college cooperates in building up a retirement annuity fund and in carrying group insurance for all members of the faculty.

In order that the members of the faculty may be of the largest service and have the largest influence upon the students, a group of fifteen students is assigned to each member of the faculty, who is to be their special friend and counselor during the whole of their college course. Each student must advise with his faculty counselor at the beginning of each semester before he can register in the courses of study which he wishes to take.

This emphasis upon the selection, development and influence of the faculty seems to bear good fruit. Dr. Samuel McCrea Cavert in his book, *Securing Christian Leaders for Tomorrow*, says: "A survey of Davidson College made by Robert L. Kelly has some pertinent data on this point. He finds the secret of Davidson's extraordinary record of developing leaders for the work of the church in the care with which the professors are selected. An absolutely indispensable qualification of every teacher in this institution, and one which is given no less consideration than academic fitness, is his active interest in religious life and service."

APPRECIATION OF THE FINE ARTS

Beloit College

In the Theodore Lyman Wright Art Hall, the college is developing extensive courses in the history and interpretation of the fine arts, in the appreciation of modern art and architectural movements, and is particularly gratified at the ability and interest displayed by students in the courses in drawing and sketching. An instructor from Chicago is coming weekly to conduct classes made up of students of various grades of achievement, the object being, aside from developing proficiency, the acquiring the artist's point of view in the study of art subjects.

Oberlin College

Oberlin has long had the policy of seeking to touch the student's life at all points, not intellectually merely, and to educate him—though not against his will—in all ways of good and gracious living. An example of this, and one of the comeliest examples, is the manner in which the life of the Conservatory of Music is bound up with the life of the College. Music is not shut up safely within the four walls of the Conservatory, but it confronts the student fittingly and in its natural setting wherever he goes—in the village churches, in chapel services, in artist recitals, in recitals by faculty members and students, in such student organizations as the Conservatory Orchestra and the A Cappella Choir. The student who can escape scatheless from four years of this judicious and unobtrusive training is hardy indeed.

Monmouth College

Monmouth College recently received a gift of \$200,000 for the endowment of a department of art, the purpose of which is to cultivate the appreciation of the beautiful, to teach how to know and enjoy a good picture, a good piece of statuary, or a good example of architecture.

Under the competent leadership of a man especially equipped for the task, a program is being developed and courses offered. As part of the equipment of this department 1,500 slides were ordered from Germany last year, and 1,500 more have been ordered for the opening of the new school year. The Carnegie Corporation has provided one of its \$5,000 art cabinets which includes a collection of books, prints and textiles of various kinds. No courses in creative art will be offered. All the activities of this part of the curriculum will be centered exclusively on the study, interpretation and appreciation of the great masterpieces of art the world over.

In addition to credit courses, however, a series of lectures and stereopticon views is offered to all. This course has proved popular with the townspeople, and by such means it is hoped to carry "the cultivation of taste to as many as possible outside of college halls."

Randolph-Macon Woman's College

One of the most distinctive things at Randolph-Macon Woman's College is the development of its Art Department, for which Louise Jordan Smith, head of this department for thirty-five years, was largely responsible. As frequently happens, her real value and the value of her contribution to life in the college were not thoroughly realized until she had passed away. Then it was discovered that during all of these years she had impressed upon college students and upon the Lynchburg community the real worth of the aesthetic side of life. Every year she had brought together an exhibit of pictures and always she had had things that were really worth while. Sometimes it was hardly known how she had been able to get such outstanding exhibits but always they were there and the college community came to look forward to visiting them not once but many times. College students drank in from these exhibits a sense of art values and learned to feel appreciation for line, color and form. Each year Miss Smith managed in some way to buy at least one picture and to add it to the permanent collection of the college and as a result, Randolph-Macon has one of the best collections of pictures that can be found in any woman's college.

Miss Smith left practically everything she had to carry on the work to which she had devoted her life. A fund of \$25,000 has been established, the annual income of which is used for the purchase of additional pictures. Miss Smith also left to the college her own very valuable collection of pictures, antique furniture and brasses.

The outstanding picture in the college collection is George Bellows' "Men of the Docks." This was purchased by the college upon the advice of Miss Smith.

Lawrence College

The picture rental service at Lawrence College is based upon the assumption that the way to learn to appreciate pictures is to live with them as part of one's normal personal surroundings, and upon the further assumption that if they are given a choice students will normally choose the better things rather than the poorer.

The initiation of the enterprise was due to two phenomena which did not seem to fit very well together. On the one hand, the students showed a lively interest in the art exhibits which were hung outside the administrative offices and often purchased the less expensive pictures. On the other hand, their dormitory rooms were usually decorated with posters and advertisements. It seemed altogether likely that if better pictures were available at a cost within their means, students would choose the better rather than the poorer.

Through gifts, from a foundation, trustees, artists, and friends, a collection of pictures has been built up. They were chosen not only with care, but with the active advice and co-operation of the students who were asked both as individuals and through representative groups, what they desired from among the collections exhibited from time to time. The pictures when purchased were framed with extreme care. This proved more expensive than had been anticipated but the educational results amply justified the cost.

During the college year, from time to time, beginning in November, 190 pictures were made available for rental at the flat rate of fifty cents a semester. Of this number 135 were rented. There are now 240 pictures ready and others are being added.

On the back of each picture is its title, the name of the artist, a brief biographical sketch, and a description of the process by which the picture was made. It is now proposed to add a short bibliographical reference listing the books in the library which tell something of the artist, the picture, or the process. Each picture is catalogued in precisely the same way as a library book, and the pictures are taken from the charging desk in the library precisely as books are taken. The reserve stock of pictures is kept in accessible cases, and representative samples are continuously displayed in one of the library's reading rooms.

The project requires a large part of the time of an enthusiastic promoter who knows how to deal with students. It cannot be done casually and without the expenditure of a large amount of energy. But given those elements the basic assumptions seem to be more than justified.

RELIGIOUS EDUCATION AND CHARACTER BUILDING
PROGRAM**The College of St. Catherine**

The College of St. Catherine aims directly and primarily at religious education and character building. Within their chapel, Our Lady of Victory, there are presented daily opportunities to the faculty and students for the early morning mass, frequent visits to the chapel for meditation and prayer. The influence of such experience carries over into the classrooms, the libraries, laboratories, the athletic fields, into the homes of the students and fosters a strong integrating factor for a high type of personality development.

Courses in religion and philosophy are conducted by unusually well qualified instructors throughout the four college years. Three theologians, also expert teachers, outline the work, select the readings, lecture, assign special studies and set examinations. During the assimilation periods responsibility devolves upon four assistants who are skilful teachers and experienced counselors and guides. Constant effort is made to focus instruction and study upon student experiences in order that these may be interpreted, evaluated and enriched.

The great books of the Bible are taught during the freshman and sophomore years. The junior year provides lectures, readings and discussions concerning problems of right thinking. During the senior year a course in philosophy undertakes a significant synthesis for the present and future knowledge and life of the students.

Environmental conditions play their supporting part. Masterpieces of religious art are exhibited in the corridors and parlors. Religious music may be heard in the auditorium and over the radio as well as in the chapel. The Sodality of the Blessed Virgin Mary encourages the practice of the corporal and spiritual works of mercy and nourishes a desire for personal sanctity. A spiritual retreat is held during three days of the first quarter each year, made rich by the experience of silence and reflection. There is cooperation in serving at the community centers, orphans' homes, hospitals and schools. By these means unselfishness and social responsibility are cultivated.

The college community formulates and administers its own regulations for good order and usefulness. Immaturity, impulsiveness, wrong habits and selfishness in time yield to the means of spiritual advancement through growth in individual and group choice and judgment. Throughout there is the spirit of trust and of wholesome fairmindedness. Students do not feel that they are being watched. Both in college and in their later lives they give evidence that they understand and cherish their motto: *Progressum tutatur pietam* (Piety safeguards progress).

LIBRARY SERVICE

Beloit College

An interesting achievement at Beloit is the developing of the library system into the main and branch libraries. The college now has the main library and a Chamberlin Science Library in Pearsons Hall of Science, this latter library consisting of 14,000 volumes and a large number of scientific journals, and a third library, housed in the Theodore Lyman Wright Art Hall, composed entirely of literature in the field of the arts. These two branch libraries are fully catalogued and maintained as genuine units of the library plant. The advantage is that it brings the books nearer to the laboratories and to the art museum and at the same time perpetuates the use of the present main library building which was becoming overcrowded.

Coe College

In September Coe enters upon the use of a new \$200,000 library building. That fact raises questions. What is a library? What constitutes library service?

Ten years ago Coe had 17,000 volumes housed on the third floor of Old Main. The staff consisted of the librarian and a trained assistant who were on duty from September to June. The library was open forty-four hours a week and during day hours only. Instructors were giving up text-book methods and turning to required collateral readings. It was possible for students with initiative to get books. Professors with zeal were accumulating handy private collections in their laboratories and offices. Library service did not exist. Coe was not library conscious. The first step forward was a generous use of the incin-

erator and the buyer of waste paper. Librarian and assistant were employed for a year of twelve months. The library was opened evenings and during summer months. Thirty colleges were surveyed to discover usable practices. A gift of \$5,000 a year for five years supplemented the basic appropriation of \$5,000 for books and periodicals and \$5,000 for staff. Two trained assistants were added to the staff and \$2,000 appropriated for student assistants. Effort and money were centered on improving service and so increasing the use of books. Some instructors immediately articulated conduct of courses with library service. Others were distinguished by failure to do so. Library rooms became crowded. Stairs leading to library were used as seats. Separate library services of 300 a day increased to 1,000, which is approximately the number of students and teachers on the campus. The college had become "library minded." The explanation of this happy outcome cannot be found in equipment which was commonly called "impossible." Better methods do not explain it. The college became library-minded because the librarian is college-minded. Furthermore, reading is an activity as singing, acting, playing, are activities. The librarian is a coach, leader, or director for the recreational life of reading. The librarian knows better than any one person on the campus the intellectual habits of instructors and students.

COMMUNITY SERVICE

Friends University

Friends University is taking advanced ground among the colleges of the country in maintaining vital relationships with the municipal administration in particular and the community in general.

A man has been added to their department of political science to teach courses in government and to act as a counselor to the administration of the City of Wichita. He has organized a police school which offers a two-year course, including technical material on the psychology of dealing with the public. There has been perfect cooperation on the part of the city manager.

A similar course deals with the problem of a crime prevention program for the City of Wichita. Next year a selected group from the police force of the city will be enrolled in different

courses, working side by side with the college students, all of whom have access to all material in the City Hall. The department has already secured about forty articles in the local papers having to do with education to prevent traffic accidents. Twenty-five articles and twenty-five cartoons are now ready for publication. Both the University and the city administration keenly recognize the advantages of this thoroughgoing cooperation.

The University has also opened a Child Research Laboratory. The children from the welfare agencies of the city and state are nearly all sent to this laboratory for examination. The results have been so beneficial that many parents are bringing their children also. The physicians of the city are actively cooperating with the laboratory staff as are also visiting nurses and public school teachers.

The authorities have been surprised to learn that a very small percentage of the children examined are subnormal. For the most part they require adjustment only. The work is largely in the field of prevention.

JUNIOR YEAR ABROAD

Rosary College

For the past seven years Rosary College, River Forest, Illinois, conducted by the Dominican Sisters of Sinsinawa, Wisconsin, has been sending to its own college in French Switzerland carefully selected groups of junior students, both from Rosary College and other colleges, who have elected French as their major study and who wish to spend their third year of college in a thoroughly French milieu. The course of studies offered at the Institut de Hautes Études, Fribourg, meets the Junior college requirements in every particular. The professors, religious and lay, are members of the faculty of the Catholic University of Fribourg. Rosary College, as a member of the American Association of University Women, enjoys international recognition, and the credits given by Rosary College in Fribourg are honored by all universities.

Besides the singular privilege of study in an atmosphere that is Catholic and cultural, the students at the Institut de Hautes Études enjoy the advantage of extensive travelling through

France, Italy, Germany, Belgium and England, as well as Switzerland, under experienced chaperons.

FACULTY ADVISORS

Transylvania College

Under the "New Transylvania Plan" each student will have a faculty advisor whose duty it will be to guide him in the selection of courses with reference to his interests, ability and needs, and to aid him in finding his place in the college community. More attention will be given to the social, recreational and spiritual life of students, and to the participation in intramural sports and physical activities by the average student. Instructors will be encouraged to emphasize intellectual independence in contrast to class routine, and ambitious and interested students will have the opportunity of earning credits for certain informal work in addition to the formal minimum essentials.*

Southern Methodist University

The program of student advising was inaugurated at Southern Methodist University at the beginning of the long session of 1928-29. It is under the general supervision of the Dean of Students, who formulated its purposes and aims and put it into operation.

The purposes of the program as formulated are two: First, to bring about a speedy and a more harmonious adjustment of individual students to the new conditions confronting them upon entering the university. Second, to establish as soon as possible a friendly, helpful and constructively cooperative relationship between the incoming students and the members of the faculty. The advisors are to be counselors of the students both as to their curricular activities and also respecting any other subjects that may be of interest and help to them, such as health, living conditions, associations, habits, extracurricular activities, etc. The advisors are also to be real friends to the students with whom the latter may confer about any matter at any time in a thoroughly friendly and confidential way.

The advisors are appointed by the President upon the nomination of the Dean of Students. Their services, with two exceptions, that of the Special Student Advisor and the Director of

* Quoted from *World Call*.

Mental Hygiene, are voluntary. At the present time there is one advisor for each eleven freshmen students. This number seems quite satisfactory. At the present only a few upper classmen are included in the program, principally those making very poor grades. It is proposed to extend the program to all upper classmen as soon as funds are available for that purpose.

The results have been very gratifying. Last year nearly 5,000 conferences, personal and group, were held between the forty advisors and the students. One result is quite noticeable, the gradual decrease in the number of students failing in their courses. The records show that during the fall of 1927 15 per cent of the students failed in most of their courses; in 1928, 13 per cent; in 1929, 11 per cent; and this year, 5 per cent.

There are many other noticeable good results on the campus from the brief period of the operation of this program. It has demonstrated that it has real merit and value.

STUDENT SELECTION AND ADMISSION

Agnes Scott College

Perhaps the most distinctive experiment at Agnes Scott is in the field of student selection. The College still requires for admission 16 units, of which 4 must be in English, 3 in mathematics, 4 in Latin or 3 in Latin plus 2 in a modern language. The language requirement is strongly selective. In addition to the high school certificate, an intelligence test and an autobiographical sketch (used as an English test) are required. Five reference letters are prescribed as a minimum, at least three of these from those who have had the applicant in school work. A thorough medical examination is requisite. The most recent addition to the tests for admission is a personal report from an expert personnel rating agency. The service of the Retail Credit Company of Atlanta has been used for this purpose. The references mentioned above are of course given by the applicant herself and normally would be the most friendly possible. The advantage of a non-partisan report is that it gives an estimate without bias. It also covers matters of financial importance, of social standing, and the like. The service has been of particular value in determining the need of applicants for student aid.

Before these checking devices were used, the College would admit approximately 225 freshmen annually and would graduate about fifty seniors. It now admits an average of 160 freshmen and graduates approximately 100 of them.

Cornell College

An attempt will be made next year at Cornell College to ascertain whether it is possible for unusually gifted students in the upper quarter of their class and with social maturity to do work of regular freshman college quality after but three years of high school training. The purpose of this experiment is to discover whether there is certain overlapping in the eight years of high school and college work; also to ascertain whether a year of these eight years can be saved, without sacrificing quality and development, so that the student may have an extra year of time for professional graduate study. A most careful testing program will be developed. The experimental students will be paired with regular freshman students of the same intellectual ability and most careful supervision will be exercised.

Dr. Floyd Reeves, of the University of Chicago, and Dean Carl E. Seashore, of the University of Iowa, will constitute a committee of general supervision.

FINANCIAL AND BUILDING PROGRAM

Randolph-Macon Woman's College

Perhaps the most important project recently inaugurated at Randolph-Macon Woman's College, Lynchburg, Va., has been a building and endowment program put on by President D. R. Anderson.

When Dr. Anderson took up his work here on April 1, 1920, he was quick to see that the supreme need of Randolph-Macon was an endowment, and of almost equal importance was the need of a certain number of new buildings to supplement a group of buildings grown old and providing an equipment which would meet our present day needs. Carrying out these two plans, Dr. Anderson put on a campaign which has now been brought to a successful completion by which the college endowment was increased from \$395,000 to \$1,203,000. It should be noted also that of the smaller sum \$160,000 was invested in buildings and

this sum is gradually being amortized and being replaced by actual dividend producing investments.

Carrying out the second plan, Dr. Anderson formulated the building plan which included the Smith Memorial Student Building, costing \$210,000, providing a large auditorium and rooms for all student activities at the college; additional dormitory space was provided by Webb Hall, costing \$125,000; a new Library, one of our most pressing needs, was erected at a cost of \$125,000, and Presser Hall, providing a home for our entire music department, was erected at a cost of \$130,000, one half of which was given by the Presser Foundation of Philadelphia. A new central heating plant was made necessary by these buildings and this too was erected at a cost of \$85,000.

The successful completion of these two well conceived and well executed plans has put Randolph-Macon Woman's College many leagues further on the highway to real collegiate achievement.

ATHLETIC POLICIES

Kentucky Wesleyan College

Kentucky Wesleyan College, by unanimous recommendation of the faculty and by the formal action of the Board of Managers, announces the discontinuance of football as an intercollegiate activity and in its place will substitute a program of required physical education for every student in college. Intercollegiate basketball will be continued and possibly other intercollegiate sports will be promoted.

Kentucky Wesleyan College is pleased to adopt a policy of required physical education for all its students, along with scholastic and character elements which receive proper emphasis in this small Christian college. The college has a worthy ambition to assist each student in wholesome life growth and takes pride in a program that will give every student a properly balanced education, which includes mental, religious, and physical development.

Circumstances incident to football itself, rather than any criticism of its present administration, necessitate the discontinuance. It has proved too costly, it has become a sport for the entertainment of the public rather than for the development of students or for the promotion of so-called "college spirit." It prevents this small college from giving proper attention to the

physical training of all its students, and it tends to create in the college an atmosphere not in harmony with the higher ideals of scholarship and character.

Emory University

Non-participation in the major forms of intercollegiate athletics is a policy of long standing at Emory. Intra-mural athletics have always been encouraged. With the elimination of military training, the development of a thorough-going program of physical education through intra-mural sports has been undertaken. The new program has been in operation only one year and is still in process of development. Its major features are:

1. The athletic program is under the general supervision of a faculty committee on athletics, which works in close cooperation with a student athletic council.

2. There is a full-time director of athletics, with faculty rank. Six graduate assistants, holding coaching fellowships and registered in the Graduate School or one of the professional schools of the University, have direct supervision of the athletic activities of the freshman. There are, in addition, seven or eight undergraduate assistants. Members of the faculty serve as coaches for class and fraternity teams; members of the faculty also officiate at the games.

3. Participation in athletics, under supervision, is required of all freshmen. Participation after the freshman year is voluntary.

4. Regular schedules in season are played through in football, baseball, and basketball. Various tennis tournaments, track and field meets, swimming meets, and golf tournaments are held throughout the year. In addition, opportunity is provided for handball, volley ball, fencing, boxing, wrestling, and indoor gymnasium work. Lacrosse and soccer will be introduced.

5. Students whose physical examinations reveal deficiencies are advised as to necessary remedial treatment and are given corrective exercises under the direction of the University physician and the director of athletics.

6. Plans have been drawn for a new student activities building and gymnasium, the first unit, costing \$250,000, to be erected at once.

7. Student interest in the development of the program is keen and appreciative.

INSTITUTES OF PUBLIC AFFAIRS

Oberlin College

Oberlin College, now almost a century old, has been distinguished for the interest she has always taken in the vital problems of the times, and the part she has often had in them. The current manifestations of this spirit are the Causey Conference and the Oberlin Peace Society.

The fund for the Causey Conferences, which occur twice during the year, is given annually by Mr. James H. Causey, of New York, to bring to the Oberlin campus "men of prominence and liberal attitudes" in social and economic fields. Four speakers come for each conference. Six conferences have now been held, on the problems of war and peace, population, the future of industry, and religion as social resource. John Dewey, Norman Thomas, J. H. Commons, and Rufus Jones, are among those who have come to Oberlin on the Causey fund.

Partly as a result of growing interest in the Department of Political Science, and partly as a result of the keen interest of President Wilkins, the Oberlin Peace Society, with 730 student and faculty members, was formed last fall. The aim of the Society is study of the problems of peace.

Ten meetings of the Society have been held since its organization, and a special Peace Library has been begun. The Society has flourished in the few months it has been in existence; it is hoped that Oberlin students in years to come may have an increasing interest and some enlightenment concerning this all-embracing social problem.

Earlham College

For the past two years there has been held during three days in the middle of May at Earlham College, Richmond, Indiana, an Institute of Polity devoted to a discussion of the relations of the United States with Latin America and the Orient. The purpose of the Institute is to promote justice and friendliness to all nations, including our own, which can only rest on an adequate understanding of the history of the relations between the countries in question and of the fundamental facts, whether lying in the realm of psychology, geography, or political economy by which that history has been shaped. In order to do this the speakers and leaders of round tables at the Institutes have been

selected from those who have a first hand knowledge of the facts, who can speak out of a wealth of practical experience as well as from a theoretical study of the problems involved.

Among the speakers and leaders of round tables at the two Institutes have been the following: the Honorable Francis White, Dr. James Brown Scott, Dr. George Grafton Wilson, Dr. Jesse S. Reeves, Major General Edward A. Kreger, Mr. Gilbert Dewles, Dr. Ellery Stowell, Dr. Henry Hodgkin, Mr. Grover Clark, Mr. Charles Stephenson Smith, and Dr. Quincy Wright.

The Earlham Institute of Polity is made possible by the generosity of Mr. Chester D. Pugsley, lawyer and banker of Peekskill, New York, who is sponsoring similar institutes at Yale, Princeton, the University of Virginia, William and Mary, Syracuse University, Brown University, and other colleges. Mr. Pugsley is well known for his interest in the development of international law, which he has manifested by establishing a trust fund of \$400,000 for scholarships in international law at the Harvard Law School, which are filled upon the nomination of the ministers of foreign affairs of various foreign countries.

REGULATION OF FRATERNITIES AND SORORITIES

Knox College

Beginning in 1929, fraternities and sororities of Knox College were forbidden to pledge freshmen. Previous to that time pledging had taken place at the opening of college and initiation took place at the end of the first semester. This resulted in a considerable derangement of the work of freshmen and produced many misfits in the social groups. In many cases, also, new students were pledged with no adequate knowledge of the cost of membership with the result that many, especially among the men, found their finances inadequate.

Under the new rule selective bidding occurs through the registrar's office at the end of the freshman year. The biddee is informed that he is being bid, the name of the organization bidding him being withheld for the time. He is asked to indicate his preferences among the organizations and the bids and the preferences are then matched up by the registrar's office and the two parties to the process notified of the result.

Certain results are evident after two years' experience. One is a simplifying of the financial problems of the freshmen. Some

of them, with a year of observation, refuse to join on the ground of expense. In general the personnel of the organizations is improving in character. There has been much complaint of the difficulty of the financing of fraternity houses under the new plan. Some of this is well founded, but much of it is to be attributed to the difficulties of readjustment.

So far the scholarship of freshmen has shown a slight improvement. The most pressing problem in connection with the new plan has to do with the prolongation of rushing through the year. The past year, however, showed considerable improvement in that respect.

MISCELLANEOUS

Beloit College

Beloit's most interesting projects center in the museums. The Logan Museum of Anthropology is conducting two student expeditions, one into New Mexico, and the other into the Mandan country in South Dakota. The students are selected by the head of the department, Professor G. L. Collie, who is this year retiring, and by his successor, Professor Paul Nesbitt. The young men are instructed in research methods of archaeological investigation into the field of early man, are taught how to collate material and prepare reports in the field, and are given hours and credit commensurate with the actual work performed.

Milwaukee-Downer College

Milwaukee-Downer gave one of the first training courses in occupational therapy in 1913. It extended the training to meet the demand for occupational therapists in the army hospitals during the World War. It has continued to strengthen this course. In addition to a three-year program leading to a diploma in occupational therapy, for students who have had previous college or professional training, it is now offering a B.S. degree with a major in occupational therapy.

The college claims that this is the only such course in the world. The course includes, in addition to a cultural background, a strong training in the sciences underlying the use of occupations in the treatment of mental and physical diseases and the technical training in occupations which are used as treatment. The course requires five years for its completion; the degree is granted after nine months of intensive clinical experience in every type of hospital and organization using this form of treatment.

THE NEW CURRICULUM AT THE UNIVERSITY OF BUFFALO

JULIAN PARK

DEAN, COLLEGE OF ARTS AND SCIENCES, UNIVERSITY OF BUFFALO

IN 1923 the Faculty of Arts and Sciences, after having graduated only three classes from the University of Buffalo, voted to make available for upper classmen of superior ability those facilities for independent study and investigation which have come to be known as honors courses. From the very beginning, however, this work was conducted on a somewhat different plane from that in vogue at most other colleges. The name was not entirely apt, for the work was neither entirely organized in courses nor yet on the same basis as the honors work in English universities from which it originally took its name. Nevertheless, under this designation the project at Buffalo steadily grew in importance and efficiency, attracting each year more students of the type to which such freedom appealed. In effect a curriculum was made for each student; there have never during these eight years been courses required of all upper classmen alike, with a group system and elaborate regulations regarding majors and minors.

The establishment of honors courses was, however, only a part of the far-reaching legislation of 1923. In addition, it was then voted to place as soon as possible the work of the last two years (senior college) entirely on the honors, or individual, basis, and to accept into this division of the institution only those students who were willing and able to follow such a program. Each year substantial progress has been made toward this end, until in the winter of 1931 the college decided that the time had come to give effect to the faculty action in its entirety and to place the whole senior college on this basis. In the process the work, although perhaps not the connotation, of "honors" naturally gives way to the designation "tutorial," because each student deemed worthy to enter the senior college is given individual treatment, instead of reserving such preference for a minority. There has been, however, so far no change in the regulations

governing the passage of a student from sophomore to junior year.

THE TUTORIAL PLAN

To be admitted to the Senior College, students must have completed 64 semester hours, or 32 year hours, of regular course work. No student who has received grades below C in more than fifty per cent of his courses in the Junior College will be admitted to the Senior College. Deficiencies may be made up in the Summer Session preceding the Junior year. The Tutorial Committee is given power to deal with exceptional cases, to be confirmed by faculty action.

Each student desiring to enter the senior college is required to choose before March of his sophomore year some one department, or two allied departments, as his field of concentration. He must then secure the written consent of the department or departments in question to accept him as a tutorial student. An instructor will be delegated by the department in which his major work is to be done, to serve as tutor and advisor. The tutor, in consultation with the student, will prepare an outline plan of work covering two years and leading to graduation.

The tutorial plan does not contemplate the elimination from the senior college of regular courses of the traditional type (though their number will probably be decreased), but a combination of course work and tutorial work. In effect, a separate curriculum is organized for each student. The relative amounts of course work and tutorial work to be done by any student are not prescribed in advance, except that, to prevent over-specialization, juniors are required to take at least twelve semester hours of course work outside their field of concentration, and seniors to take at least six semester hours work outside their field.

Graduation will be contingent upon grades secured in (1) regular courses and (2) a final comprehensive examination in the field or fields of concentration. In the case of work done in regular courses an average grade of C must be secured. Both for graduation and a basis for determining the award of final honors, it is expected, however, that the principal measure will be one of attainment, judged largely by the results of the comprehensive examination and by the quality of any special work,

such as a senior thesis, which the department mainly concerned may require. At the tutorial conferences the tutor is not supposed to lecture or impart information that can be acquired independently. The student is expected to develop habits of independent work, reading and writing under tutorial direction, choosing his own time and manner of working, doing as much as his ambition and ability make possible, and reporting to his tutor at least once a week for criticism and suggestion. The University of Buffalo has taken the position that the degree of bachelor of arts should be conferred only on those who have demonstrated the capacity for independent, creative work.

THE JUNIOR COLLEGE CURRICULUM

It was obvious to the faculty that the programs pursued by the freshman and sophomore must be brought into line with the liberalized and individualized curriculum of the two upper years, that the interest of the student must be caught and encouraged at the very beginning, not half-way through his course; that while there must be always somewhat of a gap in teaching methods between the junior and the senior college, many of the values and certainly much of the spirit of the new undertaking would be needlessly lost if he were not at least introduced to real university methods long before his junior year. The project must be envisaged from the point of view of the ultimate goal to be attained, and not half way toward that goal. In other words, the approach must be from the top down rather than from the bottom up. If this goal can be defined succinctly, it is that of the comprehensive examination. For this some students will prepare in one way, some in another. But preparation must begin in the junior college.

DEPARTMENTAL REQUIREMENTS INSTEAD OF COURSE REQUIREMENTS

Each department prepares annually a statement somewhat to this effect: "Students intending to do tutorial work in this department are advised to include the following courses in their junior college program: . . ."

There must be a number of students who do not know at the time of their initial registration as freshmen what their depart-

mental interest will be during the latter half of their course. On the other hand, most students, even as freshmen, are aware of the predominance in their minds of some group of interests, such as science in general, or languages and literatures together. Such students will be advised to choose those courses which will have value both for themselves and as preparation for tutorial work in more than one department. The various departments are arranged in cognate groups, each of which agrees upon a selection of junior college courses which it believes to have value as *general* preparation for senior college work in any department within the group.

There is, however, still another type of student, he who registers as a freshman without any particular vocational or intellectual interest motivating him directly toward any department or even any group. It will be natural for such a person to elect a rather widely varying number of courses, to the end that his first year in college may be used as an exploratory period, which will result toward the end of the year in disclosing the beginning of an interest which he will wish to develop during the rest of his course.

On a certain day in the spring of each year (in 1931, May 23) all secondary school seniors who are to enter the University the following September are asked to come to the college buildings and be the guests of the faculty. Conferences will be held to explain the workings of the curricula as they will affect incoming freshmen, and problems of common interest will be discussed in small group meetings. Those who attend this meeting, and all those who are accepted for entrance subsequent to this meeting, will receive a somewhat detailed "personnel blank," giving information about themselves of a nature such as is not revealed by the mere reports of school grades, important as they are. The blanks are then carefully gone over by the Director of Personnel Research, who on the basis of this information makes an appointment for the applicant either with a representative of the Personnel Office together with (if the blank seems to disclose some departmental interest or curiosity) an appropriate member of the faculty. The incoming freshman is of course furnished in advance with a list of the courses open to him, together with the advice of the various departments concerning preparation

for tutorial work, but no amount of printed matter, however apparently explicit, can take the place of individual counsel based on knowledge of individual capacities, needs, and interests. Although the initiative comes from the student, no schedules of courses are finally acceptable and can be used as a basis for registration until gone over and approved by the Personnel Office.

PROCEDURE REGARDING FRESHMAN ENGLISH

While it is true that, strictly speaking, the college has discontinued all single course requirements, the procedure to be followed regarding courses in English composition deserves some explanation. All freshmen will be tested on their ability to write well by being enrolled during "Freshman Week" in general English divisions, the work of which will be to ascertain what members of the incoming class do not use the English language correctly. Such students will be grouped together in special divisions, the object of which will be to attempt to teach the elements of grammar, spelling, punctuation, etc. These sub-freshman divisions shall receive no academic credit.

The sub-freshman divisions as organized at the beginning of the term continue until mid-years, at which time those who have shown satisfactory improvement in their writing will be released from required attendance in these divisions. At the same time such students in regular freshman English and in all other courses as have shown an inability to write correctly shall, at the recommendation of their instructors, be put into the divisions in sub-freshman English, which shall be reconstituted at the beginning of the second semester in accordance with these principles.

The same procedure shall take place at the end of the freshman year and at the end of every semester thereafter, it being understood that upperclassmen may at any time in their college course be put into the sub-freshman divisions at the beginning of either the first or the second semester. A student who has once been released from the sub-freshman divisions may be returned to them if he does not continue to put into practice throughout his college course the principles of correct writing in which he has already been drilled. By this means good writing will be required not only in English courses but in all courses of the curriculum, although credit towards a degree will not be given for

taking work which should have been accomplished before entrance into college.

No student assigned to the sub-freshman divisions will be allowed to take the regular courses in either freshman or sophomore English. When released from the sub-freshman divisions, a student may enter freshman English at the beginning of either semester or sophomore English at the beginning of the first semester, no prerequisite being required for these courses other than the ability to write correctly. As both freshman and sophomore English are to be elective courses, such an arrangement will be possible and will dignify the work of the English Department. Writing correctly will be considered an essential tool in the work of all departments, and English may then be regarded as an academic subject which may properly be taken as an elective.

A GREAT AND GOOD JUDGE

The American Bar Association awarded its medal for conspicuous service in the cause of American jurisprudence to Supreme Court Justice Oliver Wendell Holmes last September. In his letter of acceptance and appreciation, he said:

The law tries to embody things that men most believe and want. But belief and wants begin as vague yearnings and only gradually work themselves into words. These words at first cannot fully express what they aim at. Some of us have tried to make clear what the aims are or should be, using history, economics and philosophy as our aids. If we have helped to throw light upon the general scope of the subject or some part of it, we have so far helped our fellows along a predestined road and have been of use. It has been my deepest wish and the passion of my soul to do something of this service, and although, as one draws to the end, every human effort seems small, the American Bar Association has done all that could be done to assure me that the long struggle has not been in vain.

THE COLLEGE LIBRARY AND ALUMNI READING*

HENRY M. WRISTON

PRESIDENT OF LAWRENCE COLLEGE

CHAIRMAN OF THE COMMISSION ON FACULTY AND STUDENT SCHOLARSHIP

NO one would contend, I suppose, that the relationships between colleges and their alumni are satisfactory. It is a somewhat amazing fact that after more than a generation of organized promotion, matters are in so unsatisfactory a condition. The reasons, it seems to me, are two. The first is that the activities promoted had to do with the less responsible qualities of college life rather than the vital issues of education. Alumni have been encouraged to come back and array themselves in absurd costumes for a parade; they have received "rights" to buy tickets to the athletic contests, an alumni magazine features pictures and news of whatever classmates have been doing. All these things are legitimate enough. But as an alumni program they are inadequate, and their inadequacy is reflected in the characteristic alumni interest in athletics, in their pessimism about the "spirit" of the modern undergraduates, in the rumblings to the effect that the faculty no longer has the stalwarts of old—and so on.

The second reason has made the first even more devastating in its effects. The alumni have been perfectly conscious of the fact that there was always an *arrière pensée*. They know well enough that no college would launch the traditional alumni program for the values inherent in the program itself. Alumni activity is a stalking horse for financial appeals. Sentiment and enthusiasm and emotional loyalties are to be capitalized for money-raising purposes.

A totally different approach is now required. The alumni program must be based upon the determination that the relationship between the college and its alumni shall be primarily intellectual in character. It must be dominated by singleness of purpose and perfect sincerity; it must be built without hope of financial reward. In the traditional program the college library

* An address before the American Library Association, New Haven, Conn., June, 1931.

had no relationship to the alumni. If it is to be part of the new program, the purpose should be exclusively educational, and not in the least promotional. It is true that if the educational purpose be cultivated with sincerity and intelligence there will be incidental and occasional results of benefit to the library. But to start upon an educational project in the hope or expectation that those incidental effects will be the principal result is to destroy the enterprise at the start.

The service which the college library may render to the alumni is conditioned by a great many considerations. It would be beyond the range of possibility to discuss all types of service in the time allotted. The technical institute, for example, may well maintain a bibliographical service. One with which I am associated issues a library bulletin each month which abstracts everything available in any language within the special field of those interests. This service will be of direct and tangible value to its alumni. A university may seek to give vocational assistance to its graduates through its extension departments. But my concern, today, is only for the service which a college may render to its alumni in the fields of the liberal arts.

One of the commonest assertions of current discussion is that the colleges do not engender in students a love of books and that when the undergraduate receives his diploma he bids farewell to mental recreation and becomes a golf enthusiast. He may keep himself abreast of his technical field if he is in a profession, or of the literature of his particular business, but he will not be an active general reader. So runs the indictment. There has been a strong belief,—and we have had some statistical evidence on the point,—to the effect that college graduates do not read very much.

There have been further intimations that the situation in this respect is getting worse,—that in the old days college-trained people went into the social professions, and, therefore, maintained an intellectual life, whereas today a great majority of the college graduates go into business which requires energy, and shrewdness, and many other qualities, but not a close relationship with books.

It was with a view of testing the accuracy of these charges and to develop an alumni program which would interest the

graduates in the intellectual phase of the institution that the alumni reading service at Lawrence College was established. It consists in the circulation of a selected group of books, sent to alumni upon request, without charge.

I will begin by saying that the assumptions about recent graduates are utterly unsupported by our experience. Of all the students who have graduated from Lawrence College in the last ten years almost exactly half (49.4 per cent) have used the reading service, and the next group, in terms of percentages, is the group which graduated during the ten years previous to 1921. That is to say the graduates of the last twenty years have made much more use of the service than any other group.

This seems the more remarkable, inasmuch as experience has shown that the years immediately after leaving college are critical years. The new graduate is immediately immersed in the task of learning his business or mastering his profession, in the establishment of a home and the re-orientation of his life to the confusing surroundings of the modern world. Many a person who read good books in college, who enjoyed and appreciated them, loses the habit of reflective reading in those years of "storm and stress" between twenty and thirty. Therefore, it is of the greatest significance that we have been able to appeal to that group of alumni with such singular success.

There was some perfectly natural fear that the establishment of the reading service would have all the virtues of novelty and that after the first rush of enthusiasm had died away, the usefulness of the project would begin to decline. But the astonishing thing is that it has grown month by month, until today 43.5 per cent of all those receiving the lists of books have asked for volumes. That is to say, 829 persons have called for 3,918 volumes in sixteen months. Perhaps more striking is the fact that during the first nine months the service was in operation, there were one thousand, five hundred and thirty-three (1,533) calls for books; during the last seven months there have been one thousand, six hundred and seventy-eight (1,678) calls. Those figures indicate that the service has not been a response to novelty. Instead it has grown steadily and with increasing rapidity. There is every indication that we have not yet reached the top of the curve. Not only have the numbers grown

with each report but also the *rate* of increase in numbers has grown with each report.

This increase of use has come, moreover, at the same time that costs have been greatly reduced. The first seven months the service cost twice as much as during the last nine, though many more people have been served during the latter period.

Many alumni have written to say that they utilize the lists we send in buying books and in getting them from public libraries. The effect of the service with our alumni, therefore, is even greater than would be indicated by the figures I have given. Furthermore, a great many public libraries and public schools in the state have made it a regular practice to post our lists of selections. Several libraries have written to say that the alumni list is the most popular list which comes to their libraries.

The question has been raised whether or not such a service can be made self-supporting. I suppose it can after a time, but if it is made self-supporting at the start it will fail in one of its most significant educational purposes—namely, the recovery of the lost reader. It is a real service when a person who has lost contact with the gifts that books have to bring into our lives is restored to the ranks of thoughtful readers. The fact of the matter is that the greatest service is rendered not to the habitual reader, but to the marginal reader—to the person whose impulses to read are not sufficiently developed so that he will make the initial effort, or to the person confused in an attempt to choose among the multiplicity of books. There are enough of that kind who will read, if stimulated, to make the service worth while, but they require stimulation and will not pay for it.

There is a rather amusing illustration of the tenuous quality of marginal reader interest which has revealed itself in our experience. Usually when the list is sent out we enclose a business reply post card so that the alumnus need not hunt up a stamp. He needs only to check the volume he wishes and sign his name. On some occasions we have omitted the card, leaving the alumnus to go the trouble of writing a note or sending a post card. Whenever this was done the number of readers has dropped somewhat and when we go into the record we can discover that the persons who disappeared during those months belong to the marginal reader class, of which I have been speaking.

On the other hand, some of those who wrote in, when sending for the first book, to say that it was the first book to be read in many months are now among the most active users of the service. The indications are, therefore, that if those marginal readers develop the habit they will come to the financial support of the service until it will eventually require only a small subsidy, if any.

You may ask why colleges should undertake this service. Would it not be better to leave such work to the public libraries and to all the other agencies seeking to stimulate good reading? To that question there are many answers. The first is that if the public is to be brought to such a state of mind that it will read good books reflectively, it will require every type of stimulation, and no one should withhold his hand for fear of duplication of effort if his enterprise be not wastefully expensive.

The second response is that many young alumni go into regions where the public libraries are poor and do not either offer stimulation or have facilities for those who seek good reading. Others go into an environment, such as the professional school, where there is so much emphasis upon the techniques of the specific profession that there is no stimulus to general reading.

The third, and principal, reason is that the college, if it has been successful with the student as an undergraduate, has a distinctive appeal to make. There are sentimental ties; there are personal friendships which a college service may capitalize; there is familiarity with points of view; there is understanding of the subtleties of the expressions within the reviews, and if the reviews are written by persons with whom the alumni are familiar and whom the students know to be competent and whose judgments they trust, the circulation will show a marked increase. The reviews must have qualities somewhat different from the ordinary book reviews. They are much more nearly a recommendation with reasons than a critical review.

We try in building the list to touch a wide range of subjects and each month reject as many books of those which are examined as are put upon the list. Usually about six books are added each month, though the number is not fixed or definite. Sometimes books are used which have been published for some

years—such a book, for example, is Martin's *Meaning of a Liberal Education*. Ordinarily, however, we take advantage of the popular interest which centers about books currently published. By seeding in, so to speak, the books published sometime before, they gain in circulation.

To me the most gratifying result is that the books of most solid value gain the widest circulation. In fiction, Sigrid Undset's *Kristin Lavransdatter* has had the widest circulation; in biography, Faÿ's *Franklin* has been most popular; in history, Bowers' *Tragic Era*; in drama, Connelly's *Green Pastures*; in philosophy, Streeter's *Reality*; in education, Martin's *Meaning of a Liberal Education*, and in science, Eddington's *Nature of the Physical World*. In short, the more substantial the book the more certain it is to live in the service and continue month after month in circulation in ever-widening circles as the news of it spreads from one alumnus to the other. The quality of the reading a man does is of much more significance than the quantity. Consequently this evidence of discrimination in favor of books of deepest value seems to me the best defense of the alumni against the charges which have become so fashionable in recent years.

The last reason for having such a service relates to my opening remarks once again. I think it is vital, if the colleges are to render the type of educational service they should render, to have an alumni body whose interest in the college runs beyond the associations of college days, the gay irresponsibilities of undergraduate life, which gain a distorted prominence in memory as the issues of life become urgent and its activities drab with repetition. It is essential, if the colleges are to grow and prosper, that the alumni who are the embodiment of its tradition shall grow in intellectual interest and keep pace with modern thought. Thus they will be eager to see the college itself grow and change with the times. They will center their attention upon that growth and upon its significant elements rather than upon athletic statistics. They will bring, that is to say, the intellectual life of the college into the perspective in which it ought to be viewed. The development of a program of this character, therefore, ought to look to achieve larger objectives than the

mere circulation of books. It ought to look to the substance and the reality of the college experience itself.

Our experience has convinced us that the relationship of the library to the alumni can be precisely what the college may desire it to be, if resources are available. There must be careful planning; the results must be studied continuously and the plans modified from time to time in the light of those results. We are ready to take issue with all the pessimists and critics. The alumni not only have an intellectual life, but they are eager for more satisfying experiences of the mind and spirit. After they get over the shock of discovering that the interest of the college is not mercenary, they match the sincerity of the college itself with the genuineness of their response.

Society is not concerned with what its members know, but with the use they can make of their knowledge. It wants men who can verify information, see what bearing it has on their own conduct, and act accordingly. This is thinking, in the practical sense of the word; and the habit of thinking in this sense is the thing that it is vitally essential to have the schools teach, whatever else they do or leave undone. The acquisition of knowledge is generally a good thing, just as the acquisition of property is generally a good thing. But if a man who has not learned business habits acquires a great deal of property with comparatively little effort on his own part, it seldom does much good, either to him or to society, and often does a good deal of harm; and the same thing appears to be true of knowledge.

But, some will say, "Where will the people get their knowledge if not in the schools?" They will get it in the same way that they now get nine-tenths of it; through observing what they see, listening to what they hear, and reading what they require in books and periodicals. The thing for the schools to do is to teach them to observe and listen and above all else to read.

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If the pupil is expected to read things for himself, we can cut from our high schools and colleges nearly all these courses whose primary object is to give information, and concentrate the teacher's power in helping his pupils to do their own reading and thinking to the best advantage.—*Arthur Twining Hadley.*

EDUCATION IN MUSIC

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THE SITUATION IN 1924-29

ACCORDING to a "Survey of College Courses in Music" published in 1929 by The National Bureau for the Advancement of Music, 149 colleges offered four-year courses leading to the degree Bachelor of Music. A fair estimate of the number of independent conservatories of music offering such courses would be approximately 100. All college courses were arranged on the basis of 120 semester hours for graduation. The semester hours system was not in use in a majority of independent conservatories.

It was estimated in 1924 that of the 250 colleges and independent schools of music not more than seventy-five were offering courses and instruction that warranted granting a Bachelor of Music degree. It was well known that a number of colleges were offering woefully weak instruction in all forms of applied music (piano, voice, violin, etc.); that some colleges were offering inadequate courses in the theory of music; that a number of conservatories were offering no academic courses and weak courses in the theory of music; that some conservatories were virtually selling the Bachelor of Music degree by granting the degree on a tuition rather than a course basis; that many conservatories and a few colleges were not demanding for entrance proof of graduation from a four-year high school, or any proof of adequate training in music previous to entrance; that a number of colleges were not maintaining college departments of music, but instead were running conservatories of music for profit-making purposes; and that each college and conservatory was a law unto itself and could set up such standards or lack of standards as it saw fit.

As far as the writer knows, no such chaotic condition existed in any other field of professional education. This condition could not entirely be blamed upon the independent conservatories run for profit. Many of them had faculties made up, for

the large part, of music teachers of the finest training and of broad experience. Especially was this true in the field of applied music. It is true that their theoretical courses were sometimes weak; that they offered practically no academic courses; that they had no entrance requirements; that their record keeping, except for tuition records, was incomplete and badly kept; and that some of them were virtually guilty of selling degrees by stating requirements for graduation in terms of the number of lessons and the amount of tuition paid, rather than in terms of courses satisfactorily completed. On the other hand, their instruction in applied music was exceptionally good.

A large number of colleges, especially the smaller ones, were also running their music departments for profit; had, for the most part, faculties made up of badly trained teachers on ridiculously small salaries; were offering utterly inadequate instruction in applied music and weak courses in theoretical music; and were up to normal standards in their academic courses only.

Many of these colleges were affiliated with the various sectional educational associations solely on the basis of their liberal arts courses. Because these colleges were approved by the local educational associations on a liberal arts basis they felt free to set up courses in music leading to a degree whether or not they had the necessary building, equipment and faculty. While these colleges demanded graduation from high school for entrance, entrance requirements in music were practically non-existent. The result was a large number of graduates so badly trained that they found themselves unable to compete with the better trained graduates of the better college schools of music, and conservatories.

The Bachelor of Music degree, unless issued by one of the noted college schools of music or by a thoroughly reputable conservatory, was entirely without standing. It was a debased academic currency accepted by no one. While degrees in law, medicine, architecture, and science were backed by the power of their various national associations, the degree in music was an outcast. The only music degree with any standing whatever, and this was low enough, was the one with public school music as a major. The various state boards of education had set up some sort of standard for this degree because the holders were,

or expected to be, teachers of music in the public schools. But these standards were as various as the state boards could make them. In many cases these standards were strong in academic and educational courses and woefully weak in music courses. The graduates from such courses were able to teach any high school courses better than they could teach music. But at any rate, they were standards which later on might be modified if the state boards of education could be shown where they were weak. It was evident that if any order was to be brought into the situation a careful study should be made by competent men and some sort of standards be set up, with the hope that they would later on be approved by the state and sectional educational authorities.

In 1924 a group of about fifteen music directors of some of the best colleges and conservatories met to make this study. Owing to a generous subsidy secured from the Carnegie Corporation through its president, Dr. Frederic Keppel, frequent meetings of the committee were possible. The result was a most thorough study of the entire situation, the setting up of standard minimum courses leading to the degree Bachelor of Music, the formation of the National Association of Schools of Music, and the publication, in 1927, of the courses set up. At that time the Association consisted of approximately twenty-five college schools and conservatories—about 10 per cent of the 250 colleges and independent schools of music in the country. The standard minimum courses set up covered the majors in applied music (piano, voice, violin, organ, 'cello, and orchestral instruments) and the major in composition.

In 1929 revised standard courses and specimen examination questions in the theory of music were published. By examination the list of member schools had been increased to thirty-four in number.

By this time so many state boards of education had asked the Association to set up standards for the music degree with public school music as a major that this work was undertaken. In February, 1931, the latest booklet was published. It contains the constitution and by-laws of the Association, a code of ethics, approved courses of study with majors in applied music, composition, and public school music, specimen examination ques-

tions in theory and a list of member schools, forty-nine in number.

THE SITUATION IN 1931

Forty-nine schools of music have, by examination, shown that they are giving first-class instruction in music, and that they have logically arranged and complete courses including applied music, theoretical music, and academic subjects. Nearly two hundred schools have asked for information and advice regarding equipment, faculty, and courses. A large number are now working to bring up their standards to those set up by the Association. Approximately thirty of these have applied for examination by, and membership in, the Association. Conservatories are strengthening their theoretical courses, and, where possible, are having their academic courses taught at recognized colleges. The colleges are strengthening their work in applied and theoretical music and are bringing their ensemble groups to a more acceptable quality in performance.

So far the Association has proven itself a power for good in music education. It does not delude itself with the idea that all can be righted in a short time. The medical, bar, and architectural associations were many years bringing order out of the chaos existing in their fields. The National Association has for itself a big task. That it may be successful it earnestly solicits the help of all associations and individuals interested in bettering educational conditions.

RECENT DEVELOPMENTS IN MUSIC AT COLUMBIA AND BARNARD

DANIEL GREGORY MASON

MACDOWELL PROFESSOR OF MUSIC, COLUMBIA COLLEGE
and

DOUGLAS MOORE

ASSOCIATE PROFESSOR OF MUSIC, BARNARD COLLEGE

THE changes which have been effected in the last few years in the Department of Music at Columbia may be classified in two categories: those which deal with music as a social force and those which concern music as a cultural study. Columbia University, located in a city which provides a great wealth of concerts, does not have the obligation to provide concert series for students which would be a natural feature of a university in a town less happily located. Here our problem is chiefly concerned with the university concert-goer and our obligations to him.

The Department of Music has built up a large lending library of scores and a fine collection of records. These are available to all the students and an attempt is made to interest students in the most important performances by informal talks and phonograph recitals dealing with the works to be played. Also the department is a center for distribution of student tickets at reduced rates which are available for many of the concerts.

More important than attendance upon concerts is the participation of the student body itself in the performance of music. This is made possible by the development of ensembles—choral, and instrumental, which are under the supervision of the faculty of the department. All the student musical activities are now coached by the members of the staff so that a unified point of view is represented and the educational side is stressed without lessening the interest of the student or the popularity of the activity. The university orchestra gives five public performances a year and is devoted to the performance of the best orchestral music. Emphasis is placed upon the value to the participants rather than the effectiveness of the performance, but as usually proves to be the case, the amateur players rise to the best heights of performance when the music is of the most inspiring quality. This year the orchestra is performing such works as

the F Major Symphony of Brahms, the Schubert C Major Symphony, and the Mozart Symphony in E flat. It also has participated in a concert of original compositions of Columbia students. Although more than eighty per cent of the players in the orchestra were trained in high school orchestras, only about a third of them intend to be professional musicians. The amateur spirit so admirably fostered by the growth of high school music is therefore being carried forward and enriched by this college activity. Effort is made to increase the technical efficiency of the players upon their individual instruments by instruction furnished in the department or by arrangement with outside teachers.

The band, which formerly existed merely as an athletic accessory, has been expanded to perform as a concert band, giving the players opportunity to play more interesting music and furnishing an attractive feature of campus life, with a series of twilight outdoor concerts, and various informal appearances in the dormitories.

The Columbia and Barnard Glee Clubs, formerly under separate leadership and in no way associated with one another, have in the last three years been brought together for a final concert of the season with the orchestra. With a unified point of view this combined student activity provides material for some very fine performances of important choral works and it is only a question of time before such performances may be expected as a culmination of the musical year in the University.

Music in the church-service is now in charge of the professor of choral music, who is also coach of the glee clubs. A mixed choir has been substituted for a men's choir which formerly sang at the daily service. This allows women students of the University as well as men students to participate, and greatly enlarges the field of available compositions. Much has been done during the past year to build up interest in the religious services by the performance of interesting choral works. The Thanksgiving service included a composition by Gustav Holst in which the choir was augmented by members of the glee club, and a body of strings from the orchestra furnished the accompaniment. Also a Bach cantata at a special service was furnished with string accompaniment provided by the orchestra.

It must be continually borne in mind that university performances of music can never achieve the technical perfection which professionals or even students of conservatories can afford. In a university, music is only a part of the program of studies and therefore rehearsal time is limited. However, the educational value of performance of great works of music cannot be over-stressed. No amount of listening to music can afford the familiarity and understanding which come with participation in it. Undergraduate musical organizations provide an ideal training for the musical amateur.

Curriculum Study

Early emphasis in the study of music in America was placed upon the playing of instruments. Many music teachers have no conception of the cultural side of the art. Some college departments of music are chiefly concerned with the teaching of piano and voice. As music gradually made its way into the colleges, this emphasis was felt to be false and the cultural side or so-called appreciation of music was the chief basis of music study in the curriculum.

Along with these went routine studies in the theory of music, *i.e.*, harmony, counterpoint, orchestration, etc. Over-emphasis of either of these approaches to music study is dangerous. The pianist who knows of music only a limited number of piano works which his fingers have mastered is no more of a freak than the scholar who has mastered countless volumes of musical criticism but who cannot play or sing a note of music. Study of appreciation of music should not be confined to the history of music. Dates and anecdotes are interesting but furnish no proof of the understanding of the language of music. Effort is made in the music department at Columbia to interest the students in participation in some kind of music ensemble. In the Survey course recently instituted, the approach is made not by means of history, but by means of training the ear to respond to musical stimuli and to relate these stimuli to some understanding of the problems of form and design in the art. With the development of the phonograph and the excellent records now available, it is possible to assign problems in listening to the students so that after a time intelligent habits of listening to music are

developed. When the elements of music have been thoroughly understood and the student has some idea of the language of music, the historic side is covered. Here emphasis is again placed upon the music rather than upon the books about the music. In some of the advanced courses, text-books are done away with entirely and the music is studied by performance in class. One of the new courses included in the curriculum is the history of choral music. Two hours a week the class meets and sings the music which has been under discussion in the previous lectures. Encouragement to the students of so-called applied music, *i.e.*, piano, violin, and organ, has been afforded by the establishment of a number of practice rooms available to students at a small fee.

Much remains to be done if the University is to occupy a position in music which, because of its size and importance, would seem fitting. The graduate side of music, with a serious study of musicology, musical criticism, the physics and aesthetics of music, should be built up, and a program leading to the award of Ph.D. in music should be adopted. The degree of Bachelor of Music and the degree of Doctor of Music mean very little in education because there is no standard of award. An M.A. or a Ph.D. in Music from a first class university would be a distinction carrying with it some definite record of accomplishment and importance in the music world.

NEGRO STUDENTS WIN SCHOLASTIC HONORS

Negro students are holding their own with students of other races and in individual instances are carrying off highest honors. The mail of a single week, for instance, reports that a Negro, Elmer E. Collins, is the honor man of the first-year class in medicine of the University of Iowa; that another, William H. Hastie, has achieved unique distinction in his record on the *Law Review* in the graduating class at Harvard; that Rupert A. Lloyd, Jr., of Roanoke, Virginia, is valedictorian of the graduating class at Williams College and that he and the other two Negroes who comprise the entire colored membership of this class have been elected to Phi Beta Kappa.—*From the Julius Rosenwald Fund Report for 1930.*

THE NEGRO IN ART*

ALAIN LOCKE

PROFESSOR OF PHILOSOPHY, HOWARD UNIVERSITY

IT requires great spiritual elevation to get free of the blinding partisanship that befog both sides of the color-line; just as it takes almost the long-range perspective of eternity to see and understand the puzzling paradoxes of America's so-called race-problem.

One might logically expect a more or less homogeneous minority, marked off from the majority by definite differences of customs, habits and speech, shut up in its Ghettos or pressed down on the land in provinces as an isolated or semi-isolated peasantry; the older generation clinging to the vanishing remnant of its folk-life; the younger pressing forward toward opportunity and assimilation. On the contrary, the American picture paradoxically presents a substantial minority (one-tenth of the population roughly) liberally interbred, widely diffused throughout the whole country, with substantially the same customs, language, and more, set apart only and that in differing degrees, by a traditional stigma of slavery and color-casts, and facing, therefore, considerable economic, social and political handicaps because of this color prejudice. Yet a common institutional life and an intimacy of contact of over three hundred years' standing have brought these two groups, not only to much physical intermingling and social interaction, but even to greater cultural and spiritual exchange. So you will not find the characteristic Negro elements where you would expect to find them—shut up in the bosom of the Negro communities, but floating in the main stream of American life, more popular and esteemed among the whites than among the blacks, part of the common spiritual currency of the land, and often construed, like jazz, as the characteristic and typical American product. Today you will hear Negro spirituals more sung and cherished by whites than by Negroes, you will observe that the humor of the country is tintured Negroid, that the youth of the country is brought up on Uncle Remus alongside Brothers Grimm, and to cap the para-

* An address before the Tenth Annual Conference of the International Student Service Committee, Mount Holyoke College, 1931.

dox, you will learn that the best-known and most original white American writers, playwrights, musicians are today the leading exponents and propagandists of Negro art.

Let us try to define Negro art. It is not the product of an encysted minority; neither the pure brew of the slave quarters nor the elixir of the Ghetto. Even less is it the conscious or unconscious resurgence of a submerged racial past, coming to the surface at last from underneath the layers of a superimposed culture. Negro art is the result of the interaction of American factors on the Negro, in which the external factors have been as important as the internal—and registers the contagious influence of this reaction as it has influenced the common life of the country. Looking at American history, noting the disproportionate influence of the Negro question there, you might well define the American race question as a minority problem with a majority effect. There has been similarly disproportionate cultural influence, as must be admitted when a reckoning of the most distinctive and typical cultural products of America traces so many of them to Negro origins. In fact, our race culture has become so national, so generally absorbed and assimilated, that now when a period of deliberate race consciousness has come, little of it remains for special cultivation or for internal consumption. And so, we must conclude: Negro art is racial in origin and spiritual incubation, but inter-racial in consumption and effect, and national in scope and significance.

Why should this be so? Many other cultural traditions, richer and more developed, have been transplanted to the American continent. But they have gone literally to the melting-pot; and lost their cultural distinctiveness and identity. Slavery planted the Negro deeper, though more painfully in the American soil. Persecution, suffering, subjected the Negro to far greater spiritual discipline and pressure than the quick ease or affluence of the typical white immigrant, who too often lost his culture in taking on a new civilization, so that his spiritual heritage did not survive in the shallow soil of American materialism. Prejudice and proscription, though a great economic and political handicap, isolated the Negro somewhat from the powerful materializing and standardizing process of American life, and thus have preserved the Negro sense of folk solidarity, and with it

whatever peculiar folk-values there were, emotionally and spiritually intensified by suffering. I am not condoning slavery and prejudice, but merely chronicling their final effects. So the Negro has been made the most sensitive spiritual medium in the land; almost the sole instinctively creative and artistic element in a practical and efficient, but emotionally sterile land.

So, even in slavery, illiterate and ill-circumstanced and socially outcast, the Negro was spiritually effective. The Southland still carries many psychological marks of this contagious folk-spirit, especially since at this level, the Negro folk transmuted its suffering and sorrow into much humor and gayety, giving back the salt and spice of life for the wormwood and gall it received. If you want to trace the characteristics of the old-regime Negro, you must go to the proudest and purest of the old Southern tradition, and there you will find his accent, many of his idioms, much of his humor and folk-philosophy, and some even of his tropic philosophy of life. But that is the past—and the old Negro is passing, along with the old South. But the Negro is even more potent as a spiritual force in America of today. When America began to tire of being a cultural province of Europe, and the question of a distinctive American art on a native and non-European basis came to the fore, there came the realization that, with the almost complete obliteration of the traditions of the American Indian, the remaining Negro tradition and the still vital Negro folk-spirit were the largest and richest sources of folk tradition in America, and were thus potentially the most promising basis of a native American art. And so, by a curious irony, these rejected elements in the American social democracy have become the cornerstone in the making of a distinctive American culture and art. Thus the paradox of which I spoke a while ago, that some of the most important exponents and protagonists of Negro art are white writers and artists like DuBose Heyward, Julia Peterkin, Paul Green, Eugene O'Neil, Marc Connelly, Howard Odum, who are concerned with the artistic development of Negro materials and as experimental and promising steps in the differentiation of a native American art. To cite works of the last decade like "The Emperor Jones," "Porgy," "Black April," "Scarlet Sister Mary," "In Abraham's Bosom," "All God's Chillun Got

Wings," "The Green Pastures," "Black Ulysses," "Rainbow Round My Shoulder"—all of them intimately Negro in source and inspiration, shows not only the importance of this strand in contemporary American art, but its pivotal position in the question whether America shall produce a distinctive art out of its own native materials. In American art, of the present day, Negro art is having its well-earned spiritual victory. And important as is the question of the development of the black artist and an internally active race culture, it is perhaps best and fitting that the formal inauguration and vindication of Negro art should come so largely at the hands of the white American artist, who in this way dispenses poetic justice along with artistic good.

But there is a Negro art in a narrower and still more intimate sense, that produced by the Negro artist and addressed in the first instance at least to the Negro constituency. This is a comparatively recent development.

Negro art of the present generation registers the passing of this transitional phase between the great instinctive art of the first generation of slaves who produced Uncle Remus, the folk-humor and the spirituals and the third generation of deliberate and formal artistry which now since about 1917 has been on the scene. This is that younger generation of Negro talent of which you have already heard so much, and which, though it represents a special development in Negro life, is also part and parcel of that wider youth movement that is stirring the world today. It is a searching generation, sceptical and ruthlessly realistic like its contemporaries, but I think with more spiritual dynamic and focus because it senses itself to be the first fruits of a newly awakened folk, and so although equally uncertain about the world, is nevertheless more certain and confident about itself. These artists are in the first flush of creative conquest of the formal arts; they rightly feel themselves to be the first generation of true Negro artists. And through them the world has very favorably discovered the possibilities of indigenous Negro art.

I must make just a hasty roll-call of this generation to indicate its detail and scope; poets,—Countee Cullen, Jean Toomer, Langston Hughes, Claude McKay, Sterling Brown, James Weldon Johnson; playwrights,—Willis Richardson, Angelian

Grimke, Eulalie Spence; writers of fiction,—Rudolph Fisher, Langston Hughes, Burghardt DuBois, Nella Imes, Arno Bonemps, Weldon Johnson, Claude McKay; painters,—Archibald Motley, William Johnson, Edward Harleston, Lesesne Wells, Hale Woodruff, Laura Waring; sculptors,—Richmond Barthé, Sargent Johnson, Meta Warrick, May Howard Jackson; singers,—Paul Robeson, Roland Hayes, Marion Anderson, Abbie Mitchell; composers,—Will Marion Cook, Hall Johnson, William Grant Still, Rosamund Johnson, Henry Burleigh. A catalogue merely, and of only some of the more outstanding names—but an indication of the complete range of the arts and the new standard of artistic excellence to which the Negro artist has rather recently attained.

What is the interpretation? Primarily, that Negro life has with this generation found a new spiritual dynamic, that merits the phrase by which it has been called,—the Negro Renaissance. In the second instance, that the Negro as recognized artist and culture-producer is almost as much to the fore as Negro art materials and tradition are, through the emphasis we have previously observed. Together from these two streams of influence, we may expect a new evaluation of the Negro in American life, beginning of course with the cultured minority, but spreading gradually through the whole body of public opinion.

On the Negro mind this has already registered. One needs only to sample current Negro literature anywhere to detect the new spirit of pride, confidence and growing self-esteem. Yesterday Negroes were suppressing their racial characteristics, physical as well as emotional; today, on the whole, they are emphasizing them, with pride and a comparative absence of apologies. In some respects the present day Negro art reflects this change,—in other respects it may be credited as one of its prime causes. Our artists have done much to dispel the fog that for generations has blanketed the sides of our social purgatory.

Art must first of all give beauty,—and somehow, too, a sincerely truthful version of life, if it is to last. That Negro art today is able to sustain a social function without ceasing to be good art is just all the more good fortune. But the Negro artist must still continually be on the lookout for the ditches of rhetoric and the pitfalls of propaganda. To repair the damaged

morale, to clarify the social vision and stimulate the social will is not the Negro artist's prime mission, but when he succeeds, all the greater is the effect and the credit. One has but to read some of our present-day poets for characteristic and triumphant spiritual assertions.

All is not yet clear,—the present state of Negro art is only a favorable social forecast, alongside definite evidences of artistic awakening and accomplishment. However, it is the best index we have for the future of race development and race relations in this land of ever-changing possibilities. On the one hand there is the possibility of a fine collaboration spiritually between these two groups with their complementary traits and qualities. They have great spiritual need, one of the other, if they will so see it. In white America, the Negro has the pattern of practical endeavor and discipline, and the mastery of physical and scientific civilization, both for his handicapped brother in Africa, to whom he is a possible missionary of civilization. In black America, the white man has either a base or a noble antidote to Puritanism and its emotional sterility,—depending on whether he contacts with the Negro spirit on the low level of primitive animalism or on the higher level of fine artistic expression. Both contacts have been made; it remains to be seen if the forward movement of the American artist can outstrip the vulgarization of many of the elements of Negro life, by the masses who like them, but cannot grasp their serious artistic potentialities. The Negro will be increasingly an artist, whatever the outcome, but whether he shall become the representative American artist, or give American art and culture its much-needed leaven, still remains to be seen.

It would be a truly significant fact in the history of human culture, if two races so diverse, should so happily collaborate, and the one return for the gift of a great civilization the reciprocal gift of the spiritual fertilization of a great and distinctive national culture. At all events, the future of Negro art in America will bear watching, since it has as important potentialities for America at large as for the Negro in particular.

THE TRUSTEES OF THE UNIVERSITY OF CHICAGO

JAMES SPENCER DICKERSON

CORRESPONDING SECRETARY

EVEN before the completion of the campaign, in 1889-1890, for the funds with which to found the University of Chicago, men of Chicago suitable by reason of their worth in the community were being tentatively selected. The result was that the University of Chicago, when founded, instead of being timorously and dividedly administered by men chosen to represent some given church or society, or as advocates of some special educational theory or theological opinion, was wisely guided by men of recognized standing in the world of business. Co-operatively and with enthusiasm they planned for the future of a university which should not be circumscribed in resources, in size, or in objective. Their ideals were vivid, their faith was infectious, their zeal stable. The four decades which have passed since the incorporation of the University have seen justification of their plans and realization of many of their hopes. The wisdom of selecting trustees who exemplify good sense, who plan unitedly and conservatively for progress in educational methods, increase of capital and growth of physical plant, has been amply approved by results. The University, which began with less than a million dollars, \$600,000 being the gift of John D. Rockefeller and \$400,000 secured only after a year's heartbreaking effort to obtain this modest founding fund, has grown to be one of the world's outstanding institutions of higher learning. Its resources now exceed \$100,000,000. Its annual budget is more than \$7,500,000. Its students annually number over 14,000. Its faculties are composed of more than 900 teachers. Students and teachers are housed in some seventy odd buildings including, since July 1, 1924, newer structures costing \$21,000,000. There must have been some more potent force than the energized evolution of the growing Middle West to account for such development—a development, doubtless, unprecedented in the annals of education. While no inconsiderable part of this progress is due to the wisdom and initiative of William Rainey Harper, its first president, and to his successors, without the tireless, unselfish

service, the constant flow of liberal contributions, and the co-operative spirit of the Board of Trustees, such achievements could not be recorded. For the Board of Trustees of the University of Chicago, of which the President of the University has usually been a member, is the University's legislative and executive department and its supreme court.

A rather unusual, if not unique, even at the University of Chicago, evidence of that spirit of co-operation to which reference has been made, is the dinner given by the Board of Trustees to the members of several faculties. Hundreds of the teachers of higher rank on this yearly occasion are guests of the "corporation in law." It so happened recently that at such a trustees' dinner one of the speakers gave an estimate of the character and services of the trustees of the University. Since the date of the incorporation of the University, September 10, 1890, seventy-five trustees have from time to time been elected. The speaker said:

The members of the board have been a cross section of the better element of the life of the Middle West. While the great majority has been chosen from Chicago, other cities have been represented. They have come from different walks in life. Some of them have been rich. Some have devoted to the University the income of their capital; others have contributed their service; all have given the best they had, whether it was time, or dollars, or both.

The Board of Trustees, during its forty years of history, has never been dominated by a group or clique of men selected from one profession, or from one business, or from one religious denomination. It has never been arbitrarily ruled by the Baptists, or the ministers, or the lawyers. Of its members during the four decades, four have been bankers or in related business; two have been connected with insurance companies; eight have been lawyers; six have been judges; twelve have been manufacturers of one sort or another; four have been ministers; three have dealt in real estate; four have been presidents of the University; five have been connected with publishing, printing, and advertising; four would, doubtless, be entered as capitalists in *Who's Who*. A noted physician has presumably prescribed for the health of the institution; three engineers and contractors have brought their knowledge of building construction. Two of the trustees originally chosen and for forty years useful in high degree are

still serving the University, although now known as "honorary trustees." One of these has given the University for forty years the benefit of his tactfulness, his good judgment, his rich fund of general knowledge, his money, and his skill in determining the worth of architects and architecture.

Possibly the most significant characteristic of the Board of Trustees of the University of Chicago is the fact that they are chosen not because it is a high honor to be one of such a company of men, but because they are expected—and they meet the expectation—to take personal and laborious part in the administration of the University's affairs. This part includes the drudgery of auditing securities; the painful consideration and criticism of estimates and blue-prints; the study of the ability and availability of proposed members of the faculties; the always necessary development of endowment and building funds; the oversight and direction of a large publishing, printing and book-selling plant; the patience-testing and time-consuming weighing of resources against continuous demands for enlargement of facilities and development of educational departments; and, as fundamental to the prosperity of the University, the scrutiny of mortgages and bonds, the decision as to the purchase and sale of endowment securities, and the selection of sound investments with the highest return possible with safety.

Such duties as those entrusted to the trustees at Chicago are doubtless similar to those assigned to men and women responsible for the life and prosperity of many other universities and colleges. Such duties are frequently *assigned*, but too often, as now and then revealed by the collapse of such institutions, or the serious inroad made upon their endowments, are not so seriously or so conscientiously regarded as is the case at Chicago. The Chicago trustees—thirty in number—are, first of all, with a few exceptions, residents of the city. They can see what is transpiring in the business offices, in the classrooms, in the residence halls, on the playfields. They meet the members of the teaching staff. Their children and their neighbors' children are students of the University, although the University also welcomes students from almost every state in the Union and from many European countries and from the Orient.

These onerous duties are attacked through the instrumentality of eight standing committees, each having a chairman and a vice-chairman and three other trustee members. In one year the board held sixteen meetings. There were sixty-five meetings of its standing committees, and no one, not even the ubiquitous secretary, knows how many informal conferences were held. It is known, however, that he took the minutes of 167 meetings of one sort or another during that twelve-month period. At least one member of the board devotes as much time to the affairs of the University as to the great corporation of which he is an executive.

The conscientious manner in which the trustees of the University of Chicago have taken up their manifold and, at times, perplexing, duties has been described. Careful consideration in advance by committees, full discussion in open meeting, lead to unanimity of opinion and action. They have sometimes differed as to the advisability of proposed actions, but a negative vote is almost unknown in the minutes of the board meetings. The spirit of unity and co-operation eventually prevails.

The trustees have been rightfully conservative, perhaps careful is a better word. As some one once put it:

The board has ever been willing to let the institution dive off the springboard of opportunity into the flood of educational advance; but before the diving, it has insisted that the rapidity of the current's flow be measured, the distance to the opposite bank be estimated, and financial life-preservers be examined.

The board, while it has been careful, has not been reactionary. It has not been afraid to say "no" to some eloquently urged plans, nor afraid to say "yes" even when to some the project appeared to be unwise. Affirmation and negation have been applied to financial, as well as to educational, proposals. It has had the courage of its convictions. It unhesitatingly decided in favor of the joint education of men and women at a time when the majority of the stronger, privately endowed universities seemed to believe that only the minds of men were worth training. When the University Press with its high standards of printing and publishing was proposed, it hesitated—but created. When forty years ago the noted historian von Holst was invited from Germany to a professorship carrying the unheard of and almost fabulous salary of \$7,000, an invitation which implied an

equal salary for all the other head professors, it bravely lifted the profession of teaching to a level where it belonged and has since remained.

These men have been true to high educational ideals. They have been friends of the faculties, not mere employers. Granted such a group of intelligent, thoughtful, united, generous, progressive, diligent men, their ideals and efforts supplemented by the munificent gifts of the founder, John D. Rockefeller, and working in harmony with young men as presidents, with teachers known the world over for accomplishment in classroom and laboratory, it is not to be wondered that the University of Chicago has established educational precedents, has won friends and benefactors, has established itself in a position of influence and to some extent of affluence in the metropolis of the Middle West.

INFERENCES FROM "WHO'S WHO"

This year special attention has again been given to the educational experience of those who have reached "Who's Who" distinction. One clear indication is that a college education leads to such recognition. Out of each 100 persons furnishing data for the 1928-29 edition, 85.09 per cent attended college and 73 per cent were graduated. There is no analysis of the names that have been added in 1930-31, but the gradually growing percentage of college-trained persons in this directory during the last thirty years warrants the inference that it is now even higher than 85 per cent.

The age of those enrolled suggests that recognition is not hasty, and that it awaits more than ordinary achievement. Usually it takes educators at least seventeen years to make "Who's Who," while writers may not expect such distinction short of twenty-two years and business men in less than thirty-one years. There are, of course, exceptions, as Thornton Wilder, who got his A.M. in Princeton in 1925, and Oliver La Farge his A.M. at Harvard in 1929. The average age of admission is slightly above 50 years.

There are several other interesting inferences to be made, but the one which stands out most boldly is that educational attainment is "most conducive to creditable notability." Surpassing notability is now and then achieved without it. And there are still, as there were in ancient times, those who "add fame to fame by their very concealment."—*The New York Times*.

HONORARY DEGREES CONFERRED BY CERTAIN COLLEGES AND UNIVERSITIES IN THE UNITED STATES FROM 1921 TO 1931

E. B. PENROD

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THE primary object of this investigation was to ascertain to what extent *pro-merito* degrees were conferred as honorary. The information was obtained from replies to questionnaires mailed to the registrars of seventy-nine colleges and universities in the United States. Replies were received from fifty-eight registrars. It was hoped that sufficient information could be obtained from these samplings to indicate the present practice in administering honorary degrees.

A study of the information received reveals that of the seventy-nine institutions consulted, seven have never conferred any honorary degrees, and six others did not confer an honorary degree between 1921 and 1931. The forty-two colleges and universities which conferred honorary degrees during this period are given in the table.* The kinds of honorary degrees listed as miscellaneous are: Bachelor of—Pedagogy, Laws, Divinity, Education, Science in Education; Civil Engineer; Mechanical Engineer; Master of—Arts (Priv.), Education, Laws, Engineering, Architecture, Science in Education, Pedagogy, Music, Forestry, Arts in Medicine; Doctor of—Engineering, Architecture, Agriculture, Science in Pharmacy, Jurisprudence, Humane Letters, Music, Business Administration, Humanities, Education, Civil Laws, Honorary Laws, Fine Arts.

Colleges and universities which have never conferred an honorary degree: Bryn Mawr College, Massachusetts Institute of Technology, Reed College, Rosary College, Stanford University, Vanderbilt University, Vassar College.

Colleges and universities which did not confer any honorary degrees from 1921 to 1931: California Institute of Technology, Cornell University, Hood College, Oklahoma College for Women, Wesleyan College (Macon, Ga.), Wilson College.

* Notre Dame reported conferring the LL.D., and Sterling College the D.D., as an honorary degree, but gave no other definite information. Walla Walla merely mailed a catalogue.

HONORARY DEGREES CONFERRED BY FORTY-TWO INSTITUTIONS, 1921-1931

College or University	MA	MS	PhD	DD	LLD	DSc	DLitt	DL	DST	DPd	Misc	Total
Alma College	1			11	6	2					1	21
Amherst College	19	3		13	26	7		8			8	84
Baylor University		1		7	11		3					22
Beloit College				8	10	4	5				3	30
Berea College				2	3		4	2			1	12
Bowdoin College	1			3	5	1	7				3	20
Brown University	15			17	23	10		9			6	80
Colgate University	1			21	26	22		7	2	2	2	83
Columbia University					63	57		72	14			213
Dartmouth College	69			13	26	12	14			1	5	140
Denison University	2			30	28	10		1			2	73
Gooding College				2								2
Harvard University	28			1	54	15	8		7		2	115
Howard College				9	13		1					23
Indiana University	1				27							28
Johns Hopkins University	1				7							8
Lawrence College	5			11	9	3	6	1			3	38
Louisiana College				1	1						2	2
Luther College				2	1		1					4
Middlebury College	3	1		15	23	5	5				3	55
Mt. Union College				21	5		1	1	1		3	32
Northwestern University	7			3	31	27					11	79
Oberlin College	14			22	18	8	7				3	72
Ohio State University				10	14	2	12				1	4
Presbyterian College (S. C.)												36
Queens College				9	17	6		7			1	1
Rollins College				39	36	21	11		15	3	7	46
Syracuse University	4			9	3		2				29	158
University of Chattanooga												14
" " Chicago					14	9					1	24

HONORARY DEGREES CONFERRED BY FORTY-TWO INSTITUTIONS, 1921-1931 (Continued)

	MA	MS	PhD	DD	LLD	DSc	DLitt	DL	DST	DPd	Misc	Total
" " Colorado				1	9	8					6	24
" " Maine	13	3	1	3	25	10	3				9	67
" " Michigan	25	5			38	13	8				30	119
" " Minnesota					1							1
" " Missouri					36							36
" " Nebraska					13	3		1			14	31
" " N. Mexico					7						1	8
" " Texas					7							7
" " Wisconsin	9				12	14		13			1	49
" " Wyoming					1							1
Western Reserve University				6	22	2	2	2			1	35
Yale University	131	3		19	33	20	15				1	222

Professor Penrod's report on the present status of the honorary degree, recently submitted to the Hillsdale College Chapter of the American Association of University Professors, as presented in this table, confirms tendencies noted in a study by the Association office a decade ago. It is fair to state, however, that a number of strong institutions, fully equipped to grant degrees of all varieties, did not participate in the study. Among these were Princeton University, the University of California, the University of Illinois, the University of Michigan, the University of Pittsburgh, the University of Pennsylvania and the University of Iowa.—*The Editor.*

It is not possible to give all the available information in the table and hence a few additional remarks are necessary. It is evident from the data, however, that since 1921 the Ph.D. degree has been conferred twice as honorary, once in 1922 by the University of Maine, and again in 1930 by Middlebury College. Ohio State University conferred honorary degrees up to and including 1896; from 1896 to 1929 no honorary degrees were conferred but the practice was resumed in 1929.

From 1921 to 1931 the degree of Master of Science was conferred fifteen times as honorary by the institutions mentioned, while the degree of Master of Arts was conferred three hundred and forty-nine times, as honorary, Yale granting 37 per cent of these.¹ It appears therefore, that those interested in science have been much more conservative in recommending the degree of Master of Science as honorary, than those who are interested in the arts. The situation at Yale is unique, however, since they give—by tradition—a Master's degree to each new professorial member of their faculty or corporation.

The degrees of Doctor of Divinity and Doctor of Laws have been used most extensively as honorary. Some colleges and universities seem to confer about the same number of these each year and such practice might indicate that the administering of these degrees has become somewhat perfunctory.

It might be well to point out another interesting fact which was not given in the table. In 1920, Baylor University conferred 149 academic and fifty-six honorary degrees, and since then has been quite conservative in administering the latter. In 1924, the Presbyterian College (Clinton, S. C.) conferred twenty-nine academic and twenty-four honorary degrees, but since then has conferred only seven honorary degrees. At Columbia University, 213 honorary degrees were conferred from 1921 to 1931, but 139 of these were granted in the year of 1930. These three cases naturally raise the question, "How does the human race produce so many distinguished men and women in spontaneous outbursts?"

Due to the fact that the author was under the impression that Cornell University had never conferred an honorary degree, a special letter was sent to President Farrand to ascertain if this

¹ Ninety of these were marked M.A. (Priv.).

were true. President Farrand was also asked to express his attitude toward honorary degrees. His reply, used with his permission, is as follows:

I have your letter of the 16th and it is true that Cornell from the time of its foundation has followed the policy of not conferring honorary degrees except once. The exception was in the year 1886 when the university decided to break its rule and honorary degrees were conferred at the commencement of that year upon Andrew D. White and David Starr Jordan. The incident was actively discussed and following the occasion in question, it was decided to resume the original policy, which has since been done, and the two honorary degrees named are the only ones ever conferred by Cornell.

As to my own attitude in the question in general, I do not feel very deeply. I appreciate the relief from the embarrassing situations which campaigns for honoring distinguished men always bring about and which most university presidents dread. On the other hand, there are from time to time personalities whom one can honor in no other appropriate way and where one would be glad to exercise the privilege. Like so many other things, the system, in my judgment, is entirely desirable where sparingly and discriminatingly used. It is highly objectionable when loosely administered and in certain pronounced instances is extremely pernicious.

As stated above, I have no very strong feeling one way or the other but I am making no effort to have the Cornell attitude changed.

Yours very truly,

(Signed) *LIVINGSTON FARRAND.*

A further study of the data in the table reveals that of the forty-two colleges and universities given, Yale and Columbia together conferred 20 per cent of the total number of honorary degrees, while Dartmouth, Harvard, Syracuse and Michigan together conferred 25 per cent. In other words, these six universities have conferred 45 per cent of the honorary degrees listed. If it is not significant, it is at least interesting to compare the practice of the administering of honorary degrees by these six universities with that of the University of Texas, University of New Mexico and Johns Hopkins University. Furthermore, the table shows that virtually 30 per cent of these colleges and universities have each conferred fifty or more honorary degrees from

1921 to 1931. Such extravagance or looseness in administering honorary degrees might indicate that the practice has become a sort of "intercollegiate sport."

The foregoing facts seem to suggest the following proposals:

1. Since there are so many available honorary degrees from which to choose and since it seems fashionable for institutions to improvise almost any sort of degree they desire, it borders on the unethical for an accredited institution of higher learning to confer as honorary the degrees of Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Doctor of Philosophy, which are earned by most persons through a long course of academic study and research.

2. It might be possible to delegate to some standardizing agency the task of systematizing honorary degrees.

The author wishes to acknowledge his indebtedness to those who have supplied the information which made this report possible.

DURING the year 1930 of the 193 colleges receiving scholarship grants from The Presser Foundation, 142 are members of the Association of American Colleges and 117 are affiliated with the Boards of the Council of Church Boards of Education.

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THE Association of Colleges and Universities of the Pacific Southwest has made its bow. It adopted its constitution on May 28, 1931. There are to be individual and institutional members.

* * * * *

THE Foreign Study Section of the University of Delaware in *Foreign Study Notes*, Vol. II, No. 2, devotes many pages to the development of phases of the well-known Delaware Plan. That the Delaware students are becoming proficient in the practical use of the French language is manifest from this very commendable publication.

THE ANNUAL MEETINGS, 1932

The Eighteenth Annual Meeting of the Association of American Colleges will open on Thursday, January 21, 1932, in Cincinnati. The Starrett's Netherland Plaza Hotel will be the headquarters. The reports of the Executive Secretary and of other officers and the standing commissions will be presented at the forenoon session, the presidential address of President Wilkins, the President for this year, at the afternoon session, while as usual at the evening session the annual banquet will be a feature.

On Friday morning, January 22, there will be another general session of the Association. At noon a number of special programs on special topics are being arranged in private dining rooms. This will provide for the first time for a series of sectional meetings at which there will be intimate and informal discussions of topics of especial interest.

The Twenty-first Annual Meeting of the Council of Church Boards of Education with allied interests is to be held at the Starrett's Netherland Plaza Hotel, Cincinnati, opening January 18, 1932. It is expected that as usual the churches of the city will be opened to representatives of the Council on Sunday.

Three sessions of the Council are to be held on Monday, the 18th, the detailed programs of which will be announced later.

On Tuesday, January 19, the boards of education and the denominational college associations will have severally from one to three sessions. Each board and association is responsible entirely for its own program.

On Wednesday morning, January 20, there will be a joint meeting of the Council and of the various church boards of education and denominational college associations. On Wednesday afternoon an executive session of the Liberal Arts College Movement is to be held. No doubt some of the boards and associations also will have sessions during this afternoon. In addition, special arrangements have been made with the very unusual Art Museums of Cincinnati to entertain the delegates as special guests in the Museums. On Wednesday evening the Liberal Arts College Movement is announcing a public meeting.

THE REVOLT AGAINST QUESTIONABLE QUESTIONNAIRES

ROBERT LINCOLN KELLY

THE Association of American Colleges, if the present writer may venture an interpretation, does not consider all questionnaires questionable. It does believe that many of them are and that the number of this type is rapidly increasing.

In May, 1931, upon the authority of the Executive Committee of the Association, a communication was addressed to the member colleges in which a possible plan was suggested for curbing the over-supply of poorly constructed and meaningless questionnaires which are coming in such steady currents to the colleges.*

In view of the fact that many of these questionnaires originate in graduate schools, schools of education and theological seminaries the communication was sent also to the heads of these institutions. This was, essentially, for purposes of information.

The Executive Committee believes that many questionnaires are prepared and sent out without sufficient knowledge of existing data, without sufficient care in their preparation, and without proper authorization. The Committee authorized the headquarters staff to assist member colleges, if called upon to do so, in determining whether these inquiries have the endorsement of a responsible institution or faculty; whether in case the questionnaire is approved in part or in its entirety, some or all of the data might not be furnished from the factual resources of the Association office; and finally, whether the author or sponsors of the questionnaire are willing to pay to this office or to the individual colleges approached, or both if necessary, the cost of making an adequate reply. The hope was expressed that as a possible development of this effort copies of questionnaires which were intended for member colleges might be sent to this office in advance of their circulation, although it was frankly admitted that no such arrangement would now be practicable. At present the Association staff would deal only with those questionnaires which member colleges might refer to them.

* The communication printed in full is to be found in the May issue of the BULLETIN, p. 291.

The suggestion was made in the communication that went to the colleges that there are certain types of questionnaires which appear to be inevitable. Among these were listed those coming from the United States Office of Education, from foundations, from standardizing agencies, and for church-related colleges from the Church Boards of Education. The members of the Association were reminded that for some time a joint committee of this Association, of the Council of Church Boards of Education, and, more recently, of various other organizations, including the associations of college business officers, had been attempting to formulate a uniform minimum statistical blank for college reports. If and when this work is accomplished, the Association believes the burden on the institutions for basal factual data will be very materially reduced.

The suggested exclusion on the part of the Association of the agencies referred to in the previous paragraph, among which, except for its modesty, the Association would have included itself, aroused something of a storm of disapproval. Four deans of the graduate schools of as many AAU* universities, among other capable critics, vigorously dissented from the inclusion of the U. S. Office of Education in this list. They objected that the recent demands of the Office went far beyond their resources of time; that they concerned frequently only matters of opinion; that they apparently were intended to influence educational practice by a majority vote; that the questions, if answered at all, must necessarily be answered hastily by busy individuals or by their secretaries, so that such questionnaires were not only useless but harmful, the results when secured being largely a series of guesses out of which no dependable truth could come.

On the other hand, the dean of the school of education of an AAU university replied, "I am wondering whether the Federal Office of Education could not be recognized as the clearing house for the work proposed in your plan." The secretary to the president of another AAU university made the same suggestion, including also the American Council on Education, on the ground that the two organizations represent all types of educational institutions. These suggestions are reported for the consideration of the organizations concerned.

* Initials of the Association of American Universities. This Association is designated by these capital letters to save space.

As to the attitude of the Office of Education, Commissioner Cooper expressed the conviction that "unfortunately there are still many matters that can be pursued only by this method." More recently Dr. Evenden, the Director of the Committee on National Survey of the Education of Teachers, has asserted that that Survey had sent out nearly a million copies of a questionnaire and had had about 460,000 returned.

The correspondent from New York University gave to the writer "one friendly admonition in conclusion," that "we would not have you place any construction upon this scattered comment that would by any chance encourage you toward an increase of production in questionnaires issued by the Association of American Colleges. I take it that just now this is a questionnaire to end questionnaires, and you may be assured of our sympathy and support."

The writer "submits to a candid world" the method used by the Association of American Colleges in distributing its own questionnaires.

THE ASSOCIATION'S METHOD OF CONSTRUCTING AND DISTRIBUTING QUESTIONNAIRES

First of all, the Association officers, including the standing commissions and the special directors of surveys, submit their proposed questionnaires to numerous individuals for their criticism before they are mailed out from the office.

The Association has a number of standing commissions appointed at the annual meeting for the prosecution of definite lines of work. These commissions are authorized to submit inquiries of all sorts to the member colleges, although they are very conservative in exercising this power.

Numerous colleges employ the staff of the Association to make surveys with definitely stated objectives, and the questionnaire is recognized as one of many methods of procedure in such surveys.

The Association office is at present engaged in a survey, largely by correspondence of 115 member colleges having an enrolment of 600 or less. In each instance the college requested this service and understood that questionnaires would be used.

In the Comprehensive Examination Project now being directed from the office of the Association, under a subvention from the General Education Board, no questionnaire is being sent out without the director having established a relationship with the institution through correspondence and having had a definite understanding as to the use of the questionnaires.

WHAT OTHERS THINK

The Foundations and Associations

Selected comments from representatives of educational foundations and associations on the Association's suggestions follow:

Howard J. Savage, Secretary of the Carnegie Foundation for the Advancement of Teaching:

*In the years I have been associated with the Foundation I do not recall that any questionnaire whatsoever has been issued by it.** Indeed, you will, I think, remember that Dr. Furst, late Secretary of the Foundation, was one of the strongest objectors to the questionnaire habit as it is usually exemplified in American higher education. Our studies are of a nature which usually precludes the use of questionnaires.

R. S. Lynd, Secretary, Social Science Research Council:

I suppose every central organization has to be on its guard not to serve as a repressive agency but in this case there seems much to be gained from the plan you suggest. I should think it might be sufficient if you simply encouraged the administrative officers of each of your constituent colleges to defer answering questionnaires until they had received from you a bill of health for the questionnaire before them.

Charles W. Hunt:

As Secretary of the American Association of Teachers Colleges I should be glad to cooperate with you to further the objectives.

H. W. Tyler, General Secretary, American Association of University Professors:

With no criticism of your letter, I wonder a bit whether the American Council on Education might take similar responsibility. It is, of course, questionable to attempt to suppress a questionnaire, but if the procedure is merely

* Italics introduced by the editor.

along the line your letter suggests, I believe the effect would be very beneficial.

John H. MacCracken, Associate Director, American Council on Education:

The only caution I would suggest is that we should see to it that scientific knowledge of education and educational practices is not less free than salvation.

R. M. West, Secretary, Association of Collegiate Registrars:

I believe that, in general, members of the Association of Collegiate Registrars would be glad to take advantage of your proposal provided it was understood that they still might have the privilege of rejecting such questionnaires as they might individually disapprove of even though they had the approval of the Association.

W. E. Lingelbach, Secretary, American Council of Learned Societies, raised the question, a partial answer to which appears in this report: "Would it be possible to develop certain principles underlying the making of a good questionnaire?"

The American Alumni Council has a plan of licensing questionnaires which has been in operation a number of years now, and is appended.

Walter R. Miles, Yale Institute of Human Relations, has furnished a leaflet "When and How to Reply to a Questionary" prepared by Edwin G. Boring of Harvard University and adopted by numerous psychologists. These suggestions are appended.

David G. Holbrook, National Social Work Council, has furnished the "Informal Rating Plan for Questionnaires" adopted and in use by the National Education Association. This plan is also appended.

Typical Graduate Schools

The following comments were made by Graduate School Deans:

E. S. Furniss, Dean, Yale University, Graduate School:

I am sure everyone will agree that the present situation is well nigh intolerable. We are so badgered by questionnaires of all sorts that it has become a virtual necessity for some officer to give a major part of his time to fruitless responses.

William McPherson, Dean, Ohio State University, Graduate School:

Of course there are some questionnaires of very great importance, and we are perfectly willing to give this information. The plan you mention would undoubtedly head off the less important ones.

E. B. Stouffer, Dean, University of Kansas, Graduate School:

If a questionnaire is received from any graduate student in this University please feel quite free to refer it back to this office. I shall attempt to furnish the facts as to the value of the whole study and shall make recommendation as to the desirability of having the questionnaire filled out. You may be quite certain that I shall be glad to cooperate in any way.

William J. Robbins, Dean, University of Missouri, Graduate School:

While the plan which you suggest might be of assistance in this matter, I believe that a determined position taken by the Association of American Colleges on this matter, calling the attention of all agencies, including those which you mention specifically in the third paragraph of your letter, to the weaknesses and dangers of the questionnaire system as now used, would be of even more assistance in correcting this difficulty.

G. Carl Huber, Dean, University of Michigan, Graduate School:

I approve fully of the efforts the Association of American Colleges is making with reference to this matter. It seems to me a very good idea, as indicated in the folder you sent, that such questionnaires should pass through the executive offices of the Association for approval. I have spent many hours endeavoring to fill out questionnaires, which I felt were of relatively little purpose; and, in more than one instance, I have been asked to reconsider the matter since the questionnaire had not been well conceived at the time it was first sent out. We shall be glad to cooperate with you in every way in the efforts you are making.

F. K. Richtmyer, Dean, Cornell University, Graduate School:

I feel reasonably sure that the University would be willing to meet its share of any modest sum spent in this way.

Howard Lee McBain, Dean, Columbia University, Graduate School:

It seems to me that your plan in respect to questionnaires is eminently sensible.

George H. Chase, Dean, Harvard University, Graduate School:

I am sure that much could be done to improve the questions asked in many of the questionnaires that come to me.

H. Lamar Crosby, University of Pennsylvania, Graduate School:

Having something of a conscience, I from time to time have endeavored to supply the information requested, although many times I have been exceedingly doubtful as to the practical purpose to be achieved and even more so as to the value of the supposed facts elicited. . . . I believe that the plan suggested in your little leaflet would be a Godsend to the country and you can count upon my most loyal support.

Chas. S. Slichter, Dean, University of Wisconsin, Graduate School:

Our plan is to estimate the cost of preparing the material for the questionnaire and then offer to do the work at cost. We have no other way in this office of meeting the expense of answering elaborate questionnaires. *We have found, however, that the number of questionnaires coming to us has reached the vanishing point since we have informed the applicants that the cost of answering the questionnaire must be met by those applying for the material.**

Theological Schools

W. R. Sperry, Dean, Harvard University Theological School:

It is no business of an office like mine to get up a graduate student's stuff for him. *I have already written to instructors sponsoring such schemes expressing my protest against the practice.**

H. Fosbroke, Dean, General Theological Seminary:

*I am happy to say that we have not been guilty in the matter of getting them out.**

* Italics introduced by the editor.

Luther A. Weigle, Dean, Yale Divinity School:

I think that your suggested plan for dealing with questionnaires is a very good one, and I shall be glad to cooperate with you in it.

Schools of Education

The Chancellor of an AAU university writes:

The main complaint is against the candidates for advanced degrees, particularly from _____ School of Education. Why other institutions in the country should assume the task of preparing their students' theses for them is more than I have ever been able to understand. The feeling of irritation is only increased by the fact that practically never is a letter of acknowledgment or of thanks received for what may have been a considerable amount of work. This work is very often, in fact in most cases, such that it cannot be done by a clerk, and requires very generally the time of people who have little time to give. The results, while interesting, are seldom of value, but represent the type of finding which is stored away in a pigeon hole and never finds an excuse for reappearance. Any plan which you can adopt for the gradual subsidence of this almost nefarious practice, will be welcomed by a great many people.

Charles H. Judd, Director, University of Chicago, School of Education:

The only objection I see to your plan is that a great many colleges would, I suppose, prefer to exercise their own judgment rather than submit to the judgment of any board with regard to the value of questionnaires. . . . I sympathize entirely with your view that there ought to be some check put on the matter.

Paul R. Mort, Director, Teachers College, Columbia University, School of Education:

Several members of the faculty who read over the plan agree with me that it has great possibilities for a contribution to the cause.

F. B. O'Rear, Assistant Professor of Education, Teachers College, Columbia University:

It is my earnest conviction that the simpler method of direct institutional rejection is feasible and useful and en-

*tails little of the burdens or the dangers of centralized scrutiny and approval.**

It should be noted that there is considerable evidence that the "necessary investigations" of Teachers College are also considered necessary to the field, at least by a very large number of individuals who write Teachers College for studies, bibliographies and other data. *Such give and take between the field and research workers should be free, direct, and frequent, to the advantage of both.** Apparently he also serves who only sits and tabulates.

J. F. Messenger, Dean, University of Idaho, School of Education:

People in our own state help us in a variety of ways and I should wish to reciprocate by helping them whenever a request came in. Otherwise I think your plan is very good.

Walter S. Monroe, Acting Dean, University of Illinois, College of Education:

*"For several years we have had the policy in the Department of Education of the University of Illinois of requiring that all questionnaires have the approval of the Director of the Bureau of Educational Research and that they be mailed out under his name.** This policy has not been rigorously maintained, but the great majority of questionnaires prepared by our graduate students have been administered in this way.

George F. Arps, Dean, Ohio State University, College of Education:

I am frank to say that I think the plan will fail. Nothing will stop those researchers who desire to have others write their theses by the way of the questionnaire. . . . There is never any difficulty in securing authentication by men of reputation and endorsement by "a responsible institution or graduate school."

H. D. Sheldon, Dean, University of Oregon, School of Education:

Would it be feasible to have an arrangement by which institutions would only attempt to answer questionnaires when they were authorized by some responsible educational

* Italics introduced by the editor.

or scientific body, thus cutting out the individual questionnaire?

Lester B. Rogers, Dean, University of Southern California, School of Education:

Could not some steps be taken to outline the conditions which should be met before questionnaires would be given any consideration?

W. C. Eells, Professor of Education, Stanford University:

We already have a rule in the School of Education which reads as follows: "This Committee must approve in advance all questionnaires and research projects which involve the sending out of information forms or the use of records or educational facilities located elsewhere than at this University." We have not been able to enforce this perfectly since occasionally a student does not know about it and sends out forms on his own initiative. *On the whole, however, it has worked out very well and I have been able to suppress a number of ill-advised and incipient questionnaires, and to improve others which we considered were worthy of attention.**

C. J. Anderson, Dean, University of Wisconsin, School of Education:

I think your plan is an excellent one, and this university will be very glad to cooperate in putting it into effect.

HOW THE PROPOSED PLAN OF THE ASSOCIATION WORKS

It is quite impossible under the present limitations of time and space to quote from the multitude of letters of acceptance which have come from the member colleges. In spite of the fact that the communication was sent out near the beginning of the Commencement season and that the long vacation has intervened there have been offers of cooperation, and a considerable number of questionnaires have already been referred to the office.

Case No. 1: A minister in a large city church on May 26, 1931, asked forty colleges to reply to his questionnaire so that he could use the information in a college alumni meeting on June 10. The questionnaire was referred by one college to this office. There were eight questions, four of which were considered by the staff as ambiguous or absurd. Of the other four questions the answers to three were soon discovered and sent to the ques-

* Italics introduced by the editor.

tioner with the suggestion that he address one question to the registrar of the college.

Case No. 2: A student in an AAU university on May 13, 1931, sent out a questionnaire with the topic "The Future of the Denominational College," a copy of which was forwarded at once to this office by one of the colleges. An officer of the university was asked whether the questionnaire had been duly authorized, and the reply was received, "I am very glad indeed that you have snagged another questionnaire and kept it from running wild among the colleges. I am sorry that our University has been caught, but very glad to see that your office is effective in doing this good work."

Case No. 3: This questionnaire came from the Director of Teacher Training in a state teachers college and was forwarded to the office of the Association by a member college. One or two of the questions may be repeated, the title of the questionnaire being "The Professional Stability of Graduates in Colleges and Universities." "Can you give me any information about your graduates? If they have changed occupations, what are they doing now? etc., etc." A letter was written to the Director in question pointing out the inadequacies of his questions and giving him a considerable bibliography of valuable discussions of the topic in hand. Some data compiled in the office were also sent him.

In each of these three cases the college official afterward took occasion to express appreciation to the Association office for the assistance rendered. In no case was any letter of acknowledgment received from the author of a questionnaire.

This investigation seems to lead to the following conclusions:

1. The questionable questionnaire nuisance has not been overstated.
2. A few graduate and professional institutions have definite policies of restraint in the preparation of questionnaires.
3. Some colleges and some associations have already formulated methods of procedure in the making of their own questionnaires and in their distribution, and in the attitude to be taken toward the questionnaires of others.
4. The Association of American Colleges seems to be justified in offering to assist member institutions in answering question-

naires; in offering to serve institutions that may care to send their questionnaires to this office, with a view to having them reviewed in the light of data already available and questionnaires already in circulation, before they go to the colleges.

OTHER PLANS REPORTED IN SUCCESSFUL OPERATION

When and How to Reply to a Questionary

The Boring Method for Psychologists

1. If the questionnaire interests you or can be answered accurately in a few minutes, reply as a simple matter of courtesy, unless you see some positive reason why you should not reply.

2. Do not, in general, reply to a questionnaire issued by a person whom you know neither personally nor by scientific reputation.

3. If the unknown author of a questionnaire is introduced by someone whom you know, the case may be different; but you should make sure that the author's sponsor is actually guaranteeing the value and the precision of compilation.

4. Do not reply at all if you cannot reply accurately. Do not encourage slipshod work. If the questions are ambiguous, omit them. If the questionnaire calls for "yes" or "no" and the answer is not truthfully categorical, do not reply categorically, but give the complete answer or none at all. If there is insufficient space left for an accurate answer, omit the answer or use an extra sheet. If the wording of a question is ambiguous, omit it. If, however, there are many equivocal questions or many instances of insufficient space, it is a sign that the questionnaire has been made without sufficient knowledge of the situation under investigation, and is, therefore, unlikely to yield reliable results; do not then reply to it at all.

5. Do not reply when the questionnaire asks for information that is available to the questioner through library sources, unless you know the answer without looking it up.

6. In general, a request for a reply should be by personal letter to you, and not by mimeographed or printed form.

7. Do not think that the receipt of a stamped envelope for return of the questionnaire, or thanks expressed in advance, places an obligation upon you for reply.

An Informal Rating Plan for Questionnaires

The N. E. A. Plan

If, after inspecting a questionnaire, one may answer "Yes" to each of the following questions, it should be answered. If

"No" is the answer to several of the questions, the questionnaire should be promptly returned to the sender unanswered. For further elucidation of these criteria see the RESEARCH BULLETIN of the National Education Association, January, 1930:

1. Is the questionnaire adequately sponsored?.....Yes—No—
2. Is the purpose of the study frankly stated, and is it one which calls for a reply under the policy set up for dealing with questionnaires?Yes—No—
3. Is the questionnaire on a worthy educational topic?Yes—No—
4. Is the questionnaire well organized?.....Yes—No—
5. Are the questions clearly and briefly worded?Yes—No—
6. Can most of the questions be briefly answered with a check mark or by a fact or figure, and is the number of questions requiring extensive subjective replies kept to a minimum?Yes—No—
7. Is the information requested not available elsewhere, and obtainable only through questionnaire?Yes—No—
8. Is the questionnaire set up in proper mechanical form?Yes—No—
9. Are the demands of the questionnaire reasonable?Yes—No—
10. Is a summary of results or other proper return promised respondents?Yes—No—

Rollins College Letter

First reply to all questioners:

1. What are your qualifications for asking these questions?
2. What are your qualifications for analyzing the answers received?
3. What reason have you to think they will be of any value when tabulated?
4. What guarantee will you give that the information furnished will be put to any use?

The American Alumni Council Plan

Most questionnaires are put out by persons unfamiliar with the American Alumni Council, its literature, and its practices. Many general questionnaires could be answered by the questionnaire summary on standard alumni organization practice on pages 130-138 of the Eleventh Conference Report, or by the

original questionnaires from which this summary is made, which will be loaned to responsible persons on request. Most other questionnaires can be answered through the references given in the consolidated index of the Council's publications in the back part of each annual report, or from other publications available in any library.

The by-laws of the Council, therefore, authorize the editor to issue a questionnaire license number for an approved inquiry, which should appear on the questionnaire in substantially the form of the following specimen. QUESTIONNAIRE LICENSE No. 36, 1930, AMERICAN ALUMNI COUNCIL.

ECHOES OF THE ANNUAL MEETING, 1930

Congratulations upon the admirable meeting at Indianapolis. The papers were excellent; the atmosphere most enjoyable and the dinner meeting superb. I took a long walk with President Lowell after his address and he spoke most appreciatively of the meeting.—*Stephen P. Duggan.*

I wish to congratulate you on the success of the Indianapolis meeting. It provided one of the choicest features we have ever seen in the address of Lorado Taft.—*Frederick C. Ferry.*

I want to express my own sincere pleasure in the memories I carry of the courtesies extended to me at the Association's meeting in Indianapolis. It was a great honor to be asked to address the members. I made the journey to Chicago in the company of several illustrious delegates, and heard on all sides what a worthwhile meeting as a whole they felt this had been.—*Joseph W. Lippincott.*

I am impressed with the important work which your organization is carrying on. It strikes me that it has furnished the first incentive to the smaller schools to bring the quality of their offering up to a better standard. I know this has been the case at
—*Byron B. Williams.*

THE STUDY OF COMPREHENSIVE EXAMINATIONS

EDWARD S. JONES

THE Study of Comprehensive Examinations, sponsored by this Association, is now under way. For over five years members of the Association have had this topic under discussion, believing that the advantages and possible drawbacks of such systems should be analyzed. Through the generous support of the General Education Board, it has been made possible to plan visits to each of the colleges which have had considerable experience with such examinations. From the start it has been obvious that there is no uniformity in the use of the term "comprehensive," nor in the objectives which colleges have had in mind. We hope to investigate and classify some of these differences, but are assuming tentatively that examination of subject matter comprising more than is usually covered in a single college course is the typical meaning of the term.

It is significant that, not only in this country but also in the countries of Europe, there is at present much discussion of examination procedures. There are those who wish greater relaxation in fixed requirements; those who wish higher levels of attainment; those who argue for the rapid expansion of the new types of "objective" examinations. The two-fold aim seems to be greater flexibility for the individual without lowering the standards.

We understand that some eighty colleges in this country are now experimenting with some form of comprehensive examination. Those who have tried it longest and most seriously seem to be pleased with its results. To whatever extent a genuine enthusiasm for a system of examining may have concealed difficulties or problems, one can almost predict that the "comprehensive" is at least not a passing fad. We hope that our attention will be drawn to significant studies which have been made in this field, and that it will be possible to make certain comparative studies in colleges which are trying out such a system.

The ultimate value of any educational system is almost incapable of accurate evaluation, because of the variables in administrative attitudes and special techniques, and also because

of the difficulty of measuring the final educational product—the man. However, there are several indirect approaches that may be made which should throw light on the problem. Some one has called science an unusually stubborn attempt to think clearly. It is conceivable that through these indirect analyses of comprehensive examinations we may be led to convictions which are more sound than many which dominate college faculty committees, and often result in practices affecting the welfare of thousands of students.

One of the results of such a study may be to focus more clearly and specifically on certain projects for exact experimentation. Where two administrators use almost opposing techniques and presume to reach the same ends, it should be possible to set up controls and actually submit such techniques to experimentation. There is very little danger of duplication of effort in educational experimentation. Except in a few fields it is unusual to find complete agreement, mainly because of the multitude of variables which can interfere with adequate control. The comprehensive examination presents a field for laboratory exploration and ultimately more accurate experimentation.

NATIONAL BROADCAST ON THE LIBERAL ARTS COLLEGE

ARCHIE M. PALMER

Through the cooperation of the National Broadcasting Company and a group of educators interested in the future of the liberal arts college as a vital unit in our American educational system, a national radio program on the general theme of "The Liberal Arts College" has been arranged for Saturday, November 14, 1931, during the half hour between 9:00 and 9:30 P. M. Eastern Standard Time.

This national broadcast is a concerted effort to interpret the needs, the aims, and the achievements of the American liberal arts college, to strengthen the appreciation of the public for the contributions the liberal arts college has made and is making to American civilization, and to enlist the sympathetic cooperation and support of the people in the enhancement of the services that colleges are rendering.

President Hoover will deliver the main address. The program will be opened by an address by Dr. Robert L. Kelly on the place of the liberal arts college. Mrs. Thomas J. Preston, who was formerly Mrs. Grover Cleveland, President Albert N. Ward of Western Maryland College, and Dr. John H. Finley, associate editor of the *New York Times* and a former college president himself, will also speak.

Representatives of the Liberal Arts College Movement, which originated the project, have invited the colleges holding membership in the Association of American Colleges and in the American Council on Education, and those affiliated with the constituent boards of the Council of Church Boards of Education, to participate in the undertaking.

The occasion of the broadcast affords an exceptional opportunity for the recognition and presentation, both nationally and locally, of the place and function of the liberal arts college in our American life. Considerable interest and discussion about liberal arts education and the liberal arts college generally, as well as about individual colleges, will be stimulated by the national broadcast and by the local programs which are being arranged.

College presidents can, through the employment of such agencies and media as are available in local communities, build upon the popular interest engendered. Through personal service, through enlisting the interest of others, through publicizing the broadcast and its purposes, and through cooperation with others the college president, the alumni secretary, the college professor, college students, student publications, local newspapers, local service groups and community organizations, the local churches, managers of local broadcasting stations, and all those interested in the liberal arts college can assist in making the national broadcast and the local program a complete success.

The national directors who have general charge of the program are:

Mrs. Cleveland E. Dodge, Trustee of Wells College.

Albert C. Fox, Dean, John Carroll University.

Robert L. Kelly, Executive Secretary of the Association of American Colleges and of the Council of Church Boards of Education.

Charles R. Mann, Director of the American Council on Education.

Albert N. Ward, President of Western Maryland College and Chairman of the Liberal Arts College Movement.

Albert St. Peter of The Equitable Life Assurance Society, 393 Seventh Avenue, New York, Executive Secretary.

To develop and intensify interest in the various sections of the country and to aid college presidents in making arrangements for enlisting the cooperation of local agencies nine regional directors have been appointed.

Division I—President Daniel L. Marsh of Boston University, Regional Director for Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Division II—President George L. Omwake of Ursinus College, Regional Director for Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

Division III—President Rees E. Tulloss of Wittenberg College, Regional Director for Illinois, Indiana, Iowa, Kansas, Michigan, Missouri, Nebraska, and Ohio.

Division IV—President W. J. McGlothlin of Furman University, Regional Director for Florida, North Carolina, South Carolina, Virginia, and West Virginia.

Division V—President Guy E. Snively of Birmingham-Southern College, Regional Director for Alabama, Georgia, Kentucky, Louisiana, Mississippi, and Tennessee.

Division VI—President E. M. Waits of Texas Christian University, Regional Director for Arkansas, Oklahoma, and Texas.

Division VII—President D. J. Cowling of Carleton College, Regional Director for Minnesota, North Dakota, South Dakota, and Wisconsin.

Division VIII—Chancellor F. M. Hunter of the University of Denver, Regional Director for Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming.

Division IX—President Charles K. Edmunds of Pomona College, Regional Director for Arizona, California, Oregon, and Washington.

THE PROPOSED STUDY OF COLLEGE MUSIC

The committee appointed, in accordance with action taken at the Seventeenth Annual Meeting of the Association of American Colleges, to sponsor the proposed investigation into college music courses offered for purposes of general education, held an organization meeting in the office of the Carnegie Foundation for the Advancement of Teaching on October 24, 1931. President Ernest H. Wilkins of Oberlin College was elected Chairman; Professor Douglas Moore of Columbia University, Vice-Chairman; and Associate Secretary Archie M. Palmer of the Association of American Colleges, Secretary of the Sponsoring Committee. The names of the other members of the Committee are given on page 311.

The proposed study is to involve a comprehensive report setting forth those courses in the study of music that are sufficiently high in standard to merit the respect of the liberal arts college and also setting forth the best method to impress upon the student that music is a necessary part of a liberal education. At the organization meeting the Committee outlined the general scope and immediate objectives of the study, and steps were also taken to select a director.—A. M. P.

"THE SMALLER COLLEGE" STUDY

PROGRESS REPORT

SINCE the initiation a year ago of the study of "The Smaller College" 116 members of the Association have expressed a desire to participate in this undertaking. For the purposes of the study "the smaller college" is defined as a liberal arts college enrolling not more than 600 students. A few colleges with more than 600 students are voluntarily cooperating in the study.

As originally conceived, the study is covering the following areas: (1) educational policy, (2) organization and administration, (3) personnel, (4) student supply and alumni, (5) instructional facilities and techniques, (6) physical plant, (7) financial situation and needs, and (8) such selected areas as student life, religious life, personnel guidance, extra-curriculum activities, enrolment trends and special activities.

Through the use of a series of brief schedules specific data has already been gathered (1) on the aims and objectives of the college, (2) on the board of control, (3) on the internal administration of the college, (4) on the faculty organization, (5) on the recognition of the worth and services of the college, (6) on the contributions of the college to the community, (7) on the curriculum and instructional facilities, and (8) on the student body. There remains yet to be obtained certain information on the physical plant and on financial and fiduciary practices; this will be gathered this fall.

In addition, intensive studies are being conducted on the government and internal administration of the college, with particular reference to the offices of the college president and of the college dean. In a number of these colleges, at their special request, more intimate studies are being made on the composition, background and attitudes of the freshmen, on officers' and faculties' attitudes toward fundamental educational concepts, and on the contributions which members of boards of trustees aspire to make to college administration.

While all the information that is being assembled in the study is being treated as confidential, the Association headquarters

staff is being assisted in analyzing the data by a group of qualified graduate students who have had practical experience in the college administrative and teaching field.

A number of significant findings have come to light as the study has developed. In those instances where these findings have particular bearing on local situations they have immediately been brought to the attention of the colleges concerned. General analyses in several of the areas under study are now approaching such a stage of completeness that they will soon be ready for publication.

An immediate service growing out of the study, to which a number of the cooperating colleges have referred, has been the inspiration of self-surveys and local studies of specific problems which have been suggested by the requests for data. Many of the colleges have also found the material organized for the study very good for publicity purposes.

This study has already justified itself, both as a stimulus to improvement and as an effort to focus attention on some of the internal problems of the smaller college and its place in our educational picture.—*Archie M. Palmer.*

Allies in a Common Cause

The interrelation of education and world affairs was cogently expressed at a recent annual meeting of the Association of American Colleges when the Honorable Vincent Massey, then Minister Plenipotentiary to the United States from the Dominion of Canada, expressed the opinion that "the realities of international affairs were nowhere better understood than in the realm of education." He maintained that "in the world of the mind there can be no disharmony between communities. The educational systems of neighboring countries may differ widely, but it is the habit of educationalists to regard themselves less as rivals than as allies in a common cause. What competition there may be between them is wholesome, for it is not in the realm of things material, but rather in the realm of ideas and ideals. In the sphere of the mind the asperities of life are softened"*

* For Mr. Massey's full address see A. A. C. BULLETIN, Vol. XV, No. 1, March, 1929, pp. 20-30.

THE COLLEGE AND WORLD AFFAIRS

ARCHIE M. PALMER

A TEST of the worth and usefulness of a college, a justification which we may offer for its existence and for the demands it makes upon the public, is found in the benefit which is derived by the individual student, not for selfish ends, but for the rendering of public service of the highest order.

The first college to be founded in the United States was designed to develop character, foster learning and train educated leaders for church and state. This conception—this emphasis upon training in civic affairs—has persisted through the years, and the influence and service of the college have notably expanded. There has probably never been a time when world affairs have been of more importance to Americans than during the years which have elapsed since the Great War. The world has been undergoing a readjustment upon which hinges the entire future and well-being not only of this nation but of all nations. No country occupies a position of isolation any longer, least of all the United States, which has come to assume such a dominant place in the international scheme.

In a Commencement address delivered this past June, Newton D. Baker expressed the view that "liberal and educated American youth, not conservative old age, will supply the needed energy and force to meet the country's economic problems; youth will eradicate the religious, racial, and national prejudices held by the present generation." Have the colleges accepted this challenge? In the opinion of the writer they have. Both in the curriculum and through a variety of other campus activities the college youth of today is acquiring a knowledge of world affairs and a habit of thinking along international lines.

The realization of the value of including in the college curriculum courses on foreign affairs and on international relations has in recent years manifested itself in a great variety of offerings in those branches of learning which in any way have to do with international questions. The spirit of objective inquiry into the great problems of the modern world underlies most of these courses. The ideal and intent of such instruction is to

develop scientific interpretation rather than to promote political convictions.

The number of offerings varies from a single course or two in some of the smaller colleges to as many as one hundred in several of the large universities. Among the titles of these courses we find such as "International Relations Before 1914," "Pan American Relations," "The Contemporary World Community of International Problems," "Studies of Problems Before the League of Nations," "Hispanic American Civilization," "Current International Politics," "The League of Nations," "Experiments in International Organization," "Labor Problems and Policies Abroad," "Foreign Banking Systems," "Village Schools in Foreign Lands," "European Education," "Latin American Education," "Comparative Education," and many other titles quite as suggestive. Through these courses a new approach to the study of world affairs and of current problems in history, economics, and the political and social sciences is being cultivated, and a broader view is being taken of the aim and purpose of a liberal education.

In a survey¹ the World Peace Foundation has just completed of the courses on international and world affairs given in the undergraduate colleges of the country, it was found that more than thirty-seven hundred semester courses dealing with international affairs in some aspect or another were offered during 1930-31. These courses embraced about two hundred thousand classroom hours of undergraduate instruction devoted to this new orientation of our American economic, cultural, and political life.

Comparatively few colleges of undergraduate rank in the entire country were discovered which did not offer some instruction in international affairs. The major exceptions were technical schools and theological colleges. To this impressive total of undergraduate instruction there are to be added the extensive offerings in this field by post-graduate faculties which in the past few years have grown enormously, not only in the privately endowed universities but in state universities as well.

¹ *Courses on International Affairs in American Colleges, 1930-31*, by Farrell Symons. Published by the World Peace Foundation, Boston, 1931. \$5.00.

The field of international endeavor and accomplishment is as wide and as diversified as human activity itself, a situation clearly reflected in the curriculum offerings. The study and teaching of international affairs is no longer confined, as was the case a decade or so ago, to political scientists located at the larger universities. Teachers of economics, geography, commerce, sociology, philosophy, biology, and public health in practically every type of college are now becoming increasingly aware of the ramifications of their subjects into the international field, and the college curriculum has changed and is changing in response to this new influence.

The full significance of these developments becomes apparent only when one recalls that a generation ago courses dealing with international affairs hardly figured at all in undergraduate instruction in the American colleges, and that in the graduate faculties they could almost be counted on the fingers of one hand. Even the content of the courses in the history of foreign countries has been largely changed, the emphasis being shifted to correspond to the new interest in contemporary problems.

The colleges are not content merely with giving an opportunity to their students for an understanding of world problems through the regular curriculum offerings. There is also a conscious effort on the part of administrative officers and faculties to bring to the college campus men who are able to interpret such questions to the student body. Several hundred colleges and universities each year invite both American and foreign specialists to deliver special lectures and to conduct discussions on various phases of international relations.

Not only are distinguished outsiders employed to bring fresh impressions from the field, but addresses on world affairs are also frequently given by qualified faculty members. These lectures and addresses are given both on the campus and in the community served by the college. At several colleges special endowments have been established for providing free public lectures on world peace.

A group of Mexican teachers, through the aid furnished by one of the California colleges, has been enabled during the summer sessions of that college to make a special study of the English language and of the methods of education found in the

United States. A gratifying increase of friendly understanding and a growth of personal friendships through educational co-operation has resulted from this enterprise.

Another influence in promoting a more sympathetic understanding of international affairs is the exchange of professors. In some universities exchange professorships with institutions of higher learning in foreign countries have been established whereby foreign scholars have been brought to the United States for periods varying from one month to a year. These scholars have been made available for lectures at other institutions and before civic groups and other organizations interested in analyses of public affairs by men with a foreign view-point. Many institutions have benefited greatly from the visits to Europe of groups of professors and students under the auspices of the Carnegie Endowment for International Peace.

Another very significant movement is the international exchange of students, involving in many instances scholarships and other financial assistance. This effort to promote world friendship is engaging the earnest attention and the best efforts of many far-sighted individuals, foundations, colleges and universities, and other institutions. Dominating ideas behind foreign study opportunities for American students are to make it possible for America to broaden her horizon and to promote international good-will through a better mutual understanding between the United States and foreign countries. Similarly foreign students who come to the United States are enabled to observe and to learn at first hand American culture and American educational methods. Their presence on the college campus tends very effectively to combat national and race prejudices which grow out of limited experience.

A valuable contribution is also being made through the activities of International Relations Clubs, which are now to be found on two hundred college campuses. The purpose of these clubs, which for nearly a decade now have been sponsored by the Carnegie Endowment for International Peace, through its Division of Intercourse and Education, is "to stimulate and encourage the habit of serious and intelligent thought along international lines in the hope that it may become a life habit." The Endowment gives advice to the clubs, outlines programs when desired,

supplies a fortnightly summary of international events, sends lecturers, and in every way makes the clubs feel that they are linked together in a movement of vital importance to the peaceful progress of the world. In addition, regular instalments of selected books and pamphlets on international questions are sent out each year by the Endowment to the International Relations Clubs; in this way, the colleges where they exist have been able to accumulate excellent specialized libraries on international relations. Not only does the International Relations Club constitute the nucleus for voluntary study on the part of students of international relations, but it becomes the sponsor, in the institution itself, for the lecturers sent each year by the Carnegie Endowment.

Besides the International Relations Clubs, there are in the colleges many other groups of students who are devoting their attention primarily to the study of world peace and kindred international problems. Departmental clubs and study groups, especially in political science and history, give attention also as part of their programs to international relations, and Y. M. C. A., Y. W. C. A., and Cosmopolitan Clubs frequently devote a considerable part of their programs to international affairs.

The swing of student interest toward the discussion of actual world problems, especially those which come within the scope of the League of Nations, has also expressed itself in the model assemblies which have been held on a number of college campuses during the past five years. In these undertakings, the sessions of the assemblies of the League are reproduced, the constituent states being represented by delegates from different colleges and universities. Not only do these discussions serve to illustrate the broader idea that nations may solve their problems by conference rather than by conflict and to instill a knowledge of the procedure followed in international conferences, but they also familiarize the students with the view-point of the various nations on world affairs. Last year 7,200 students from twenty-four states, representing 178 colleges and schools, participated in these international projects, and the Educational Department of the League of Nations Association, which sponsors these activities, reports a continuous and growing interest in them.

Ten years ago the first session of an Institute of Politics was held on the campus of Williams College, and each summer since

1921 there has gathered at Williamstown a group of eager seekers after enlightenment on international problems of the day. Almost from the beginning the institute idea has been emulated by other groups, and there are now a considerable number of well-established institutes in different parts of the country, functioning upon the same general principles and in several instances attracting as wide interest.

The Institute of Politics at Williamstown had its origin in the desire to make Williams College a more effective educational institution, and one of greater social utility. The original plan, conceived in 1913, called for the assembling at Williamstown each summer of a group of scholars of international reputation to deliver courses of lectures to a select group of college teachers and graduate students. The intervention of the World War and its aftermath delayed the inception of the Institute until 1921. As finally established, the Institute was to provide "a place where world problems were to be discussed and clarified, facts of difficult and complex situations brought out, and possible solutions suggested." As briefly defined in the preliminary announcement, the object of the Institute was "to advance the study of politics and to promote a better understanding of international problems and relations." It was designed "to aid in spreading throughout the length and breadth of the land an appreciation of the facts of our relationship to other nations, and of the consequent responsibilities that we must assume."

From the outset the purpose of the Institute has been broadly educational, in the hope that it might give those who influence American foreign policy a valuable source of information. It has also aimed through the press and the radio to reach an audience far larger than that assembled at Williamstown and to provide leaders of public opinion "a means of accurately informing themselves and giving the people a clearer idea of what justice is between the nations." The program for any year is determined to a considerable extent by the current international situation. The Institute has, indeed, been described as a barometer of conditions in the field of international politics. At the same time, it has attempted to throw light upon the broad factors underlying international relations, such as race antagonism, nationalism, economic imperialism, and the formation and development of public opinion.

For the fifth successive year there was held this past summer at the University of Virginia an Institute of Public Affairs, designed to advance the popular understanding of current public questions. This Institute emphasizes particularly the domestic problems of the United States and provides for their discussion in a broad and competent fashion by men charged with the task of public administration and by those who are actively engaged in public affairs. The program is limited primarily to a study and discussion of governmental problems of national, state and local concern, and the economic and social conditions underlying them. An effort is made each year to select for discussion those questions which are of immediate concern and interest to the American people. This year the issues discussed were: law enforcement, our Latin-American relations, the plight of southern agriculture, problems of municipal administration, religious education in the rural church, the chain store, the new industrialism of the South, regionalism, and unemployment.

During the past three years Rollins College has each winter conducted an Institute of Statesmanship, designed to provide a training field to undergraduates of Rollins and other colleges, as well as interested visitors. The Institute, intended for those acutely interested in the intelligent study and discussion of public questions, has from the start dealt with subjects of a highly controversial nature. "The Future of Party Government in the United States" was the topic chosen for the first year. This year the general subject was "Our Changing Economic Life," as revealed in the progressive integration of American business and its apparently declining individualism.

About ten years ago a Conference of Friends of the Mexicans was organized under the joint auspices of Pomona College and the California State Board of Education. For the first three years it was entirely a gathering of teachers. Six years ago it came under the direction of the Inter-America Foundation and its scope has been widened to include all persons interested in the Mexican population in the United States. It has become the largest conference of this kind held in the country, and is recognized as one of the outstanding conferences on race relations held in the United States. On the Pacific coast a number of institutes on international relations have been held on uni-

versity campuses. Under the auspices of the Los Angeles University of International Relations, which is affiliated with the University of Southern California, a series of semi-annual conferences on international affairs with specific reference to Pacific and Oriental problems has been held on the campuses of the various western universities.

Recognizing that the student of the present day needs to know not only his own country but other nations as well, a student organization known as Pan Politikon has for several years now been providing at the University of Kentucky, through a schedule of lectures, classroom discussions, recitals and exhibits, a background for the intensive study each year of some country or group of countries. Foreign affairs and American diplomacy was the theme of a three-day conference held several years ago at Louisiana State University.

An Institute of Municipal Affairs has been held biennially since 1925 under the auspices of the Bureau of Municipal Affairs at Norwich University. At the last meeting such topics as the place of the railroad in the community plan, problems of public safety, and municipal finance were discussed. The University of Georgia has held two-day Institutes of Public Affairs, Emory University has held annual Institutes of Citizenship, the University of Chattanooga has held an Institute of Justice, and political issues of the day have been discussed at the Commonwealth Conferences held annually at the State University of Iowa until 1928 and biennially since then.

For the past two years a two-day Conference on International Relations has been held at Yale, and Princeton has held two four-day conferences, last year on "The Administration of Justice" and this year on "The Press." MacMurray College, formerly the Illinois Woman's College, has held three Institutes on Pan-American Relations, each lasting a week, while Earlham College has for the past two years held a three-day Institute of Polity. This year the University of Florida inaugurated an Institute of Inter-American Affairs, having for its principal objective the fostering of better cultural relations between the United States and the countries of Latin America. All these conferences have been held during the academic year and have been participated in by the college students as well as visitors to the campus.

"The teacher's job is not primarily to build up international understanding; it is far bigger—to build up fine, understanding personalities. War comes because of the kind of education which leads to misunderstanding." This was the keynote of an Institute of International Relations for educators, held at Haverford College, this past summer, under the auspices of the American Friends Service Committee. With the intention of bringing to the campus once in every college generation a composite picture of current social and moral problems the University of North Carolina has now held two quadrennial Institutes on Human Relations. The program of the one held this past spring was devoted to a consideration of international relations and government, human relations in industry, and interracial and class relations.

Among the many other educational efforts in this field are such organized activities as those conducted at the recently-established School of Public and International Affairs at Princeton, the School of Foreign Service at Georgetown University, the Walter Hines Page School of International Relations at Johns Hopkins University, the School of Citizenship at Syracuse University, the International Institute at Teachers College of Columbia University, the Foundation for the Advancement of the Social Sciences at the University of Denver, and the Los Angeles University of International Relations affiliated with the University of Southern California.

The transitional period through which mankind has been passing since the World War discloses the danger of attempting a return to conditions of pre-war struggle or even maintaining the present loosely conceived "internationalism." At the same time it presents as a new possibility, a civilization embodying the most creative elements of the human mind. The need is now to develop an enlightened consciousness through the substitution of a picture of a desirable, attainable, and dynamic future for the picture of the past which now conditions the average mind.

The academic world has been aroused to this new phenomenon. Students are giving more thought to their future participation in life in its broadest sense. The American colleges and universities have recognized and accepted their responsibility. The college campus is no longer a cloister; it has become a forum for the discussion of public affairs.

THE BUSINESS OF EDUCATION IN NEW ENGLAND

THE Bureau of Business Research at Boston University has recently completed a survey of the "business of education" in New England, in which data were assembled on the revenue brought into that section by students attending the more than fifty colleges and universities and nearly a hundred preparatory schools located in the six New England states.

The accompanying table shows the number of students attracted to the New England colleges from other states and the amount of their expenditures for tuition and fees, for board and room, and for other expenses. The 19,198 students from outside New England attending fifty-one colleges and universities—Wesleyan University in Connecticut was not included in the study—spent a total of \$21,589,117 for these items during the academic year.

In addition, 4,283 non-residents of New England who attended eighty-eight preparatory schools in these six states spent a total of \$5,798,019 for similar items. The grand total of outside money brought into New England in one year by non-resident students attending both colleges and preparatory schools exceeded \$27,000,000.

Another inquiry was conducted by the Bureau to ascertain the number of students resident in New England who attended colleges, universities, and preparatory schools in other states and the amount of money they spent in gaining their education. It was found that some 5,000 New England youths studying in twenty-four states spent about \$5,000,000. Deducting this sum from the amount spent in New England by non-residents we find a balance of trade, or net income, of over \$22,000,000 annually.

It is estimated that the net revenue computed in these surveys could be increased by at least two or three million dollars if the expenditures of visiting relatives and returning alumni were included. Furthermore, many graduates of these schools and colleges have established summer homes in the New England states and others spend their vacations there, who presumably acquired an affection for that section during their school years.

EXPENDITURES OF NON-RESIDENT STUDENTS IN NEW ENGLAND COLLEGES

State	No. of colleges	No. of students from outside N. E.	Tuition, other school charges	Board, room, etc.	Other expenditures
Massachusetts	32	12,714	\$5,711,724	\$4,463,121	\$2,208,062
Connecticut	5*	3,816	1,695,275	2,269,900	1,872,600
Rhode Island	4	523	211,445	208,650	95,475
Vermont	3	406	138,580	134,660	62,315
New Hampshire ...	3	1,509	771,115	703,065	840,975
Maine	4	230	56,580	85,975	59,600
NEW ENGLAND ...	51	19,198	\$8,584,719	\$7,865,371	\$5,139,027
Total expenditures of college students				\$21,589,117	
Total expenditures of preparatory students				5,798,019	
Grand total				\$27,387,136	

Although the educational enterprise has always been recognized as an industry of the first magnitude, this presentation of the situation in New England indicates clearly that it is a form of big business which is a subject of vital importance to economists and students of industrial conditions. It employs great numbers of workmen of eminence and skill. It utilizes many plants of great size, representing the investment of millions of dollars. Its output is a contribution of enormous value to the entire nation. And, as far as New England is concerned, its operation produces large annual revenues for that section of the country.—*A. M. P.*

* Wesleyan University not included.